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ABSTRACT

The planning and evaluation process at Central Florida Community College (CFCC) is based on the identification of demonstrable outcomes measures, referred to as indicators of excellence (IE's). The indicators were developed during a 4-year long, institution-wide effort in which every employee had the opportunity to comment on proposed indicators. This report provides 1991-92 data on IE's related to transfer programs; career preparation programs; basic skills and developmental education programs; community education and community service programs; college access; educational outcomes related to instructional missions; student satisfaction; and progress in faculty improvement and the provision of financial and physical support to the instructional programs. Reported outcomes include the following: (1) university grade point averages (GPA's) of CFCC graduates appear to be rising, with a "B" average the norm; (2) 88% of vocational-technical programs, just under the IE goal of 90%, had at least a 70% job placement rate; (3) average grades for college preparatory students in their first college-level courses decreased for English but increased for mathematics; (4) community service programs reached a total of 2.1% of the service population; (5) compared to proportions in the service area, Black students were underrepresented at CFCC while Hispanic students were overrepresented; (6) 100% of the full-time faculty held teaching credentials, while 97% of the part-time faculty held credentials; and (7) during the fiscal year 1992, CFCC budgeted $577,000, or 3.9% of the total budget, for learning resources activities and programs. Tables and a review of CFCC's mission and objectives are included. (PAA)

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REPORT ON

INDICATORS OF EXCELLENCE

JC 930 383

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A REPORT ON

INDICATORS OF EXCELLENCE

WILLIAM J. CAMPION
President

Ocala, Florida
July, 1993

MEMORANDUM

DATE: August 13, 1993

TO: College Staff

FROM: William J. Campion, President

SUBJECT: Indicators of Excellence

The Central Florida Community College planning and evaluation process is based on the identification of demonstrable outcome measures. These measures, which we call Indicators of Excellence, are used to focus attention and resources on the fulfillment of the college's mission. Information about each of the indicators is gathered and reported annually as part of the comprehensive planning and goal setting process at Central Florida Community College.

The indicators adopted for use at CFCC emphasize the instructional programs and the support given to those programs. The instructional areas in which indicators are reported include: transfer programs, the career preparation programs, basic skills and developmental education programs, the community education and community service programs. Other indicators describe the college's progress in attracting and retaining students, improving faculty, and providing financial and physical support to the instructional programs.

This report is divided into sections relating to broad mission areas and support functions. Each section opens with a brief overview of the goals and describes the programs and activities reported in that section. Information about the college's accomplishments is present in graphic form wherever possible. We welcome your comments on this report and urge you to use the indicators as a vehicle for the planning and evaluation activities in which you are involved.

CENTRAL FLORIDA COMMUNITY COLLEGE

A REPORT ON INDICATORS OF EXCELLENCE

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CENTRAL FLORIDA COMMUNITY COLLEGE
A REPORT ON INDICATORS OF EXCELLENCE

INTRODUCTION AND OVERVIEW

Indicators of Excellence are statements about the characteristics of a college which can be measured or described and which provide information to use in comparing CFCC with a standard set of criteria. Although the same type of statements are used by many institutions as Indicators, the determination of the level which the college has set to represent "excellence" in each statement is unique to the college. Thus, the use of a specific Indicator to measure or describe Central Florida Community College (CFCC) is not intended to furnish information to compare CFCC with other colleges but to help the college and its constituents examine progress toward meeting CFCC's uniquely defined goals as well as showing that the college meets recognized minimum standards for a quality community college.

The Indicators of Excellence selected for use by CFCC were gathered from several sources. Some are derived from measures defined for Florida's 28 public community colleges by Florida's State Board of Community College. This group includes those which report student performance on the College Level Academic Skills Test (CLAST), student transfer and performance data from upper-division institutions to which CFCC students matriculate, and general enrollment information about the college.

Another group of Indicators was developed by examining requirements of the Federal Government, various state agencies, and private foundations for submitting grant applications. Included in this group are statements which showing the college's eligibility for issuing Pell Grants to students or providing students with employment through the federally funded College Work-Study Program. Other information is gathered to support applications for specific grants designed to meet the needs of special purpose groups.

A third group of Indicators were developed by examining the literature which describes the kind of college which will meet the needs of the communities it serves. Sources for these Indicators include publications of the American Association of Community Colleges with special attention to the report titled Building Communities, publications of the American Council on Education, and various scholarly journals.

A fourth group of Indicators were developed to assist the college in meeting the Accreditation Standards published by the Southern Association of Colleges and Schools. Indicators were also developed for specific areas to assist in meeting the needs of specialized accreditation associations.

Finally, some Indicators were developed from the input of the faculty and staff of the college who suggested that certain things should be characteristic of a college which desires to do an excellent joy of serving the Citrus/Levy/Marion service district.

This report is part of a larger set of documents about the college which must be considered as a whole in measuring the health of the institution. Included in the larger set of documents are the college's Mission Statement, Strategic Goals, Annual Program Plan and annual evaluations of the individual components of the Annual Program Plan. The contents of these documents must be considered in judging the overall quality CFCC's performance.

The Indicators in this Report are the result of approximately four years of institution-wide effort coordinated through the Institutional Effectiveness Committee The effort began with the adoption of a new Mission Statement and revision of the college's Strategic Goals. After the goals were adopted, the first group of Indicators was proposed by Dr. Campion, President of the college, for consideration by the Institutional Effectiveness Committee. The suggested Indicators were extensively reviewed throughout the college. Every employee had the opportunity to comment on the proposed Indicators. Revision of the Indicators by the committee considered input from all sectors of the institutional family. The Indicators were tentatively adopted for gathering base-line data about the college. In June, 1992, a report was prepared showing the status of the college in meeting the tentative targets.

During 1992-93, the Institutional Effectiveness Committee reviewed the tentative Indicators and affirmed them as appropriate for measuring the college's progress in meeting its goals. College-wide input was again solicited to determine adequacy of the Indicators. As a result of this study, new Indicators were added and one Indicator was revised and now is reported in three separate statements. These changes were accepted by the District Board of Trustees.

The Indicators are in a continual process of development. The wording of each Indicator is reviewed annually and approved by internal committees and then accepted by the District Board of Trustees.

During the 1992-93 academic year, target levels for each Indicator were reviewed by the Institutional Effectiveness Committee. Based on information gathered for the 1992 Report, targets which were tentatively adopted were recommended for adoption and formally accepted.

This Report is the second time the college has compiled, in one place, information about all of the Indicators. Information required to report on some Indicators is still incomplete. In some cases, the college requires information from outside agencies to evaluate performance. Some information is not yet available from those agencies. Because this is only the second such report, gaps in information are acceptable.

The Indicators of Excellence are a "snapshot" view of the college. Each Indicator reports data collected about a specific time period. As a consequence, individual items of data,

taken in isolation, have little meaning. However, reviewed over a period of years, the data will show a pattern of growth and change.

A second implication of the snapshot view of data is that the dynamic nature of the college is minimized. The college is growing and serving a changing population. For example, more students are enrolled from the upper quartile of high school graduates. In part, this results from higher entry level requirements at the state's universities. At the same time, the college is actively seeks to enroll students from "at risk" populations. Both factors will impact on Indicators such as grade point averages and the student retention and completion rates. While the Indicators report objectively on the changes, they do not examine the underlying cause of the change.

The performance of the college as measured by other Indicators is impacted by external factors. For example, CLAST scoring patterns change term by term. State mandated increases in minimum passing scores on CLAST reduced the percentage of first-time test takers who pass the exams. Other changes occur because of institutional changes in policy or practice. The percentage of successful test-takers will change as the impact of these decisions is felt. Again, the snapshot approach does not include suggestions about the reasons for changes in the data about CLAST scores but merely reports the numbers and percentages of students who pass the test.

To maintain brevity, the report does not review external factors or internal changes which impact on a specific Indicator. Interpretation of this report without investigating underlying causes will distort the reader's view of the college.

Because of the snapshot strategy in reporting on Indicators of Excellence, the reader is cautioned against making assumptions about the health and well-being of the institution. The cautions hold whether the reader is looking at information gathered on a single Indicator (even if data is reported over several time periods) or the reader is reviewing the data on all Indicators for a single time period. Only when the college has developed a substantial history of information and after all Indicators are statistically represented in the Report will it be possible to have an informed opinion about the institution.

This report does not make value judgments about the college but presents facts about the college and its performance in many areas. The information is related to the college's Strategic Goals. Even when target levels are provided, the Indicators of Excellence provide information about the college's progress in discrete areas and are not a "report card" showing overall success or failure.

CENTRAL FLORIDA COMMUNITY COLLEGE

THE MISSION OF THE COLLEGE

Central Florida Community College is a comprehensive community college committed to providing equal access to opportunities that enable its constituents to adapt to a rapidly growing and technologically changing environment. CFCC leads as an innovative educational network building a stronger community by providing college transfer programs, occupational training, student services, college preparatory and adult education programs.

STRATEGIC GOALS

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies).

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

4. Improve occupational education services cooperatively through public school systems and business/industry.

5. Engage in a continual study of college services needed and offered in the district for both specific programs and the college.

6. Promote Central Florida Community College through college development activities, such as public relations, foundation and alumni groups, business and industry.

7. Acquire and support appropriate technology for curricula and administrative enhancement.

8. Increase the international potential of the college in such areas as student recruitment, faculty recruitment and exchange, and curriculum development.

9. Develop and implement intervention strategies which improve the success rate of students as measured by retention rates or by external measures such as the CLAST and various licensure examinations.

10. Increase exemplary performance through a faculty/staff recognition program.

11. Increase the role and awareness of the college as a "community of learning" including faculty, students and staff.

12. Expand the role of the college in the cultural life of the community.

After studying the twelve specific goals adopted by the District Board of Trustees, the administration drafted a single, summary goal statement for CENTRAL FLORIDA COMMUNITY COLLEGE. That summary goal is:

THE IMPROVEMENT OF TEACHING AND LEARNING AND IMPROVEMENT OF SERVICES TO SUPPORT THE INSTRUCTIONAL MISSION OF THE COLLEGE.

INDICATORS OF EXCELLENCE

THE TRANSFER MISSION

1. CFCC graduates attending the state university system, will have cumulative G.P.A.'s equal to or exceeding the cumulative G.P.A.'s of other community college graduates attending the state university system.

2. The percentage of full-time (12 hours first term and one term thereafter) AA degree seeking students (who enrolled as first-time-in-college students and completed at least 18 credits toward the degree) who graduated and transferred to an upper division program within four years after initial registration will be equal to or exceed the state average.

3. The percentage of full-time (12 hours first term and one term thereafter) AA degree seeking students (who enrolled as first-time-in-college students and completed at least 18 credits toward the degree) who (1) graduated, (2) were still enrolled in good standing ("C" or better), or (3) still enrolled not in good standing within four years after initial registration will be equal to or exceed the state average. The percentage of (4) leavers will be less than the state average.

THE CAREER PREPARATION MISSION

1. Ninety percent (90%) of all vocational-technical programs will have at least a 70% placement rate, annually.

2. The annual placement rate of graduates from all vocational-technical programs offered at CFCC will be at least 70%.

3. Ninety percent (90%) of CFCC students who complete instructional programs designed to prepare them for licensure examinations will pass those licensure examinations.

4. All programs eligible for accreditation will acquire accreditation within a five year period of the initiation of the program.

5. The percentage of AS degree seeking students (who enroll as first-time-in-college students and complete at least 18 credits toward the degree) who (1) graduated, (2) were still enrolled in good standing ("C" or better) or (3) were still enrolled not in good standing within four years after initial registration will be equal to or exceed the state average. The percentage of (4) leavers will be less than the state average.

6. The percentage of post-secondary vocational-technical certificate seeking students (who enroll as first-time-in-college students and complete at least 18 credits toward the degree) who (1) graduated, (2) were still enrolled in good standing ("C" or better) or (3) were still enrolled not in good standing within four years after initial registration will be equal to or exceed the state average. The percentage of (4) leavers will be less than the state average.

THE BASIC SKILLS AND DEVELOPMENTAL MISSION

1. The percentage of CFCC students who were assessed into and enrolled in college preparatory programs who successfully completed the college preparatory course work, with a grade of "C" or better, during a given reporting year, will be equal to the previous reporting year or increase annually.

2. The percentage of CFCC students who were assessed into and enrolled in college preparatory programs, and who successfully completed the college preparatory course work with a grade of "B" or better during a given report year, will be equal to the previous reporting or increase annually.

3. Students who were assessed into and enrolled in college preparatory studies and completed college preparatory work with a grade of "B" or better will attain a GPA of 2.0 or better in the first college-level corollary course that they complete.

4. At least eighty percent (80%) of post secondary vocational students enrolled in basic skills remediation programs will successfully complete the program.

THE COMMUNITY EDUCATION AND COMMUNITY SERVICE MISSION

1. The percentage of the college service district population, age 18 and over, enrolled at CFCC in the CCIS credit categories of advanced and professional instruction, post-secondary vocational instruction, post secondary adult vocational instruction and vocational supplemental instruction will remain constant or increase.

2. The percentage of the college service district population, age 18 and over, enrolled at CFCC in the CCIS non-credit categories of preparatory instruction, adult basic and secondary instruction, lifelong learning, and recreational or leisure time instruction will remain constant or increase.

3. At least ninety percent (90%) of the responses to surveys of area business and industry, economic development councils and others indicate "satisfied" with business and industry development programs offered by the college.

4. At least ninety percent (90%) of the students completing Continuing Education Course Evaluation forms will rank the course satisfactory or better in each of the following areas: meeting student needs, instructor knowledge of subject matter, instructor presentation, and instructor enthusiasm.

THE ACCESS MISSION

1. The proportions of African-Americans, Hispanics, whites and others in the first-time-in-college enrollment will be equal to the proportions of African-Americans, Hispanics, whites, and others who graduated from high schools in the community college district during the preceding year.

2. The proportions of degree/certificate seeking African-Americans, Hispanics and other minorities will be equal to the proportions of degree/certificate seeking whites who graduate.

3. The proportions of degree/certificate seeking disabled students who graduate will be equal to the proportions of other degree/seeking students who graduate.

4. The proportion of international education students compared with the proportion of all other degree/certificate seeking students shall increase annually.

5. The proportions of minorities, including women, employed by the college should be equal to the proportions of minorities in the community college district.

EDUCATIONAL OUTCOMES RELATED TO INSTRUCTIONAL MISSIONS

CLAST Indicators

1. The percentage of all CFCC students who take the CLAST and pass each subtest will be equal to or higher than the mean passing rate for a comparable group of students in all community colleges in the state.

2. The percentage of CFCC students who receive college preparatory instruction and take the CLAST who pass each subtest will be equal to or higher than the mean passing rate for a comparable group of students in all community colleges in the state.

3. The percentage of CFCC students who do not receive college preparatory instructions who take the CLAST and who pass each subtest will be equal to or higher than the mean passing rate for a comparable group of students in all community colleges in the state.

Grade Indicators

1. The average number of withdrawals and incompletes for all credit courses at CFCC will not exceed 25% of the total enrollment in all credit courses for a given term.

2. The mean GPA for each degree or certificate program of those students enrolled and graduated during a given academic year will not fall below a 2.0 G.P.A. or better for all students enrolled in a specific program.

3. CFCC will obtain, within a five-year period, an overall college credit success rate of 70%. Success rate is defined as no less than a "C" or "S" grade for students enrolled in college credit courses during a given academic year (includes those who graduated during the year).

ACHIEVING STUDENT SATISFACTION

1. At least ninety percent (90%) of the graduates surveyed will indicate satisfaction with curricular activities including overall instruction, delivery, and content of courses, programs, and services.

2. Ninety percent (90%) of students involved with cocurricular college activities indicate "satisfied" for activities including (1) social activities, (2) recreational or intramural activities, (3) cultural programs and activities, and (4) personal involvement activities.

3. Ninety percent (90%) of students surveyed will indicate knowledge and awareness of the programs and activities available at CFCC.

4. Ninety percent (90%) of students responding to surveys will evaluate the student orientation program as adequate or better.

THE FACULTY

1. The percentage of faculty with teaching credentials exceeding minimum required standards (SACS) will increase annually.

2. Measurable and objective faculty evaluation instruments will be reviewed annually and shall be implemented on a term by term basis.

3. A minimum of fifty-five percent (55%) of the FTE generated by college credit courses will be taught by full-time faculty.

4. Faculty entry salaries shall be in the top twenty-five percent (25%) of the community college entry salaries in Florida.

INSTITUTIONAL SUPPORT

1. Ninety percent (90%) of the 'slots' available at the CFCC licensed child care center will be utilized by students in any given academic year.

2. By the year 2000, the learning resource budget at CFCC will have reached the nationally accepted standard of six percent (6%) of the educational/general budget total.

3. By the year 2000, CFCC will have a fully automated learning resources center with a computerized card catalog and a media center which provides high technology computer and multimedia resources to both faculty and students.

4. CFCC will maintain an unencumbered fund balance of not less than four percent (4%) nor greater than ten percent (10%) of the total operating budget.

5. The college foundation shall provide at least 150 scholarships for 150 students each year.

6. The college foundation will fund at least 20 grants for educational enhancement each year.

7. The college foundation will maintain a minimum of $50,000 in the Academic Improvement Trust Fund.

8. The college foundation shall increase the endowment fund annually by at least five percent (5%) over the total value of the endowment during the preceding year.

9. The annual ratio of security related incidents (as reported in required state and federal reports) to the total number of students will not increase.

10. Twenty-five percent (25%) of college faculty and administrators will attend professional development/job-related training seminars annually.

11. The number of public relations efforts promoting all college programs and activities will remain constant from year-to-year or increase annually.

12. The number of arts/cultural events sponsored by the college/college foundation will remain constant or increase annually.

CENTRAL FLORIDA COMMUNITY COLLEGE

ACCOMPLISHING THE TRANSFER MISSION

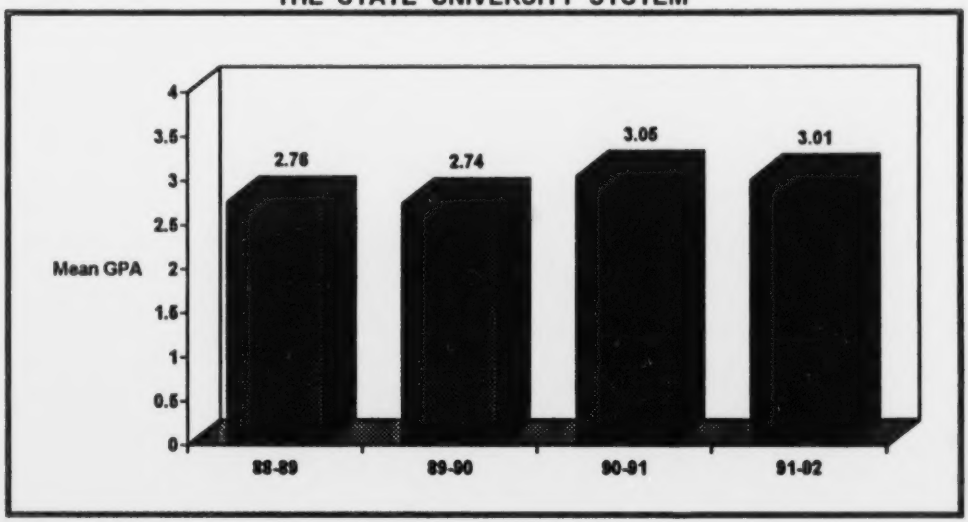
One way a community college evaluates its performance is to measure how well its graduates perform when they enter and successfully complete upper-division courses in the State University System. Students who complete a two year Associate of Arts degree (AA) at a Florida community college are assured admission to upper level standing in one of the state universities. The college is concerned about the preparation of its transfer students for the competitive area of the university.

To measure its accomplishment of the Transfer Mission, the college has selected three Indicators. The first examines the Grade Point Averages of graduates attending a state university. The second Indicator examines the number of full-time students who began their higher education program at CFCC, graduated from the college, and transferred to an upper division institution. Finally, the third Indicator reports the number of students enrolling in AA degree programs who continue in college until they have completed a course of study or who are still enrolled in college.

TRANSFER MISSION – INDICATOR 1

CFCC graduates attending the State University System, will have cumulative GPA's equal to or exceeding the cumulative GPA's of other community college graduates attending the State University System.

MEAN GRADE POINT AVERAGE FOR TRANSFER STUDENTS ENROLLED IN THE STATE UNIVERSITY SYSTEM



Information needed to compare the success of CFCC graduates with students from other community colleges is not yet available. However, reviewing the data available on CFCC students indicates that the GPA has improved somewhat over the period included in this report. The average student has a "B" average for all attempted upper-division work..

This Indicator addresses the following Strategic Goals:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs and policies.

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

TRANSFER MISSION – INDICATOR 2

The percentage of full-time (12 hours first term and one term thereafter) AA degree seeking students (who enrolled as first-time-in-college students and completed at least 18 credits toward the degree) who graduated and transferred to an upper division program within four years after initial registration will be equal to or exceed the state average.

Data available to the college for reporting on this Indicator is not available at this time. The State is preparing a report which will assist in locating students who have enrolled in the State University System. A system for doing follow-up studies on AA graduates is under development. The data is not available at the state level to compare CFCC with other colleges.

This Indicator addresses the following Strategic Goals:

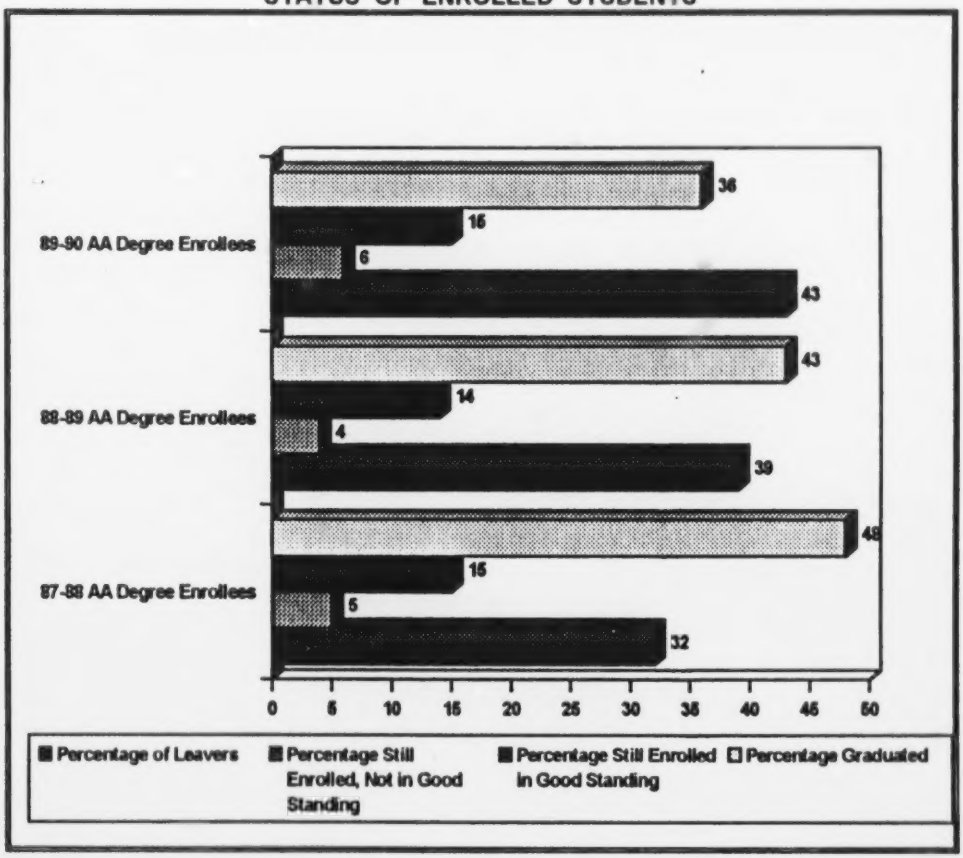
1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs and policies.

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

TRANSFER MISSION – INDICATOR 3

The percentage of full-time (12 hours first term and one term thereafter) AA degree seeking students (who enrolled as first-time-in-college students and completed at least 18 credits toward the degree) who (1) graduated, (2) were still enrolled in good standing ("C" or better), or (3) still enrolled not in good standing within four years after initial registration will be equal to or exceed the state average. The percentage of (4) leavers will be less than the state average.



This Indicator examines the success of the college in assisting students in completing stated goals. Enrolling students who indicate their intention to seek an AA degree are presumed, for this report, to intend to continue their education beyond the AA level.

In reviewing the data about CFCC students which was collected to provide base-line information, however, it was noted that a substantial number of students have graduated within a four-year period or are still in good standing in the college. This compares favorably with recent studies which indicate that community college students take an average of five (5) academic years to complete a program.

The percentage of students graduating, as shown in the graph, provides additional information about the college's rates of completion.

One trend which appears to be emerging is the increasing percentage of students who start a program and leave before completion. This percentage has increased each year.

Data is not available, from the state's data base, to compare the college retention and completion rates with other community colleges. The data will be submitted to the Division of Community Colleges as part of the accountability process now in development.

This Indicator addresses the following Strategic Goals:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs and policies.

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

CENTRAL FLORIDA COMMUNITY COLLEGE

ACCOMPLISHING THE CAREER PREPARATION MISSION

The Career Preparation Mission of the College includes programs which lead to the award of an Associate of Science degree (AS) or to a certificate of competency. The following programs at CFCC lead to an AS. These programs are:

Business Administration and Management
Child Care Center Management
Criminal Justice Technology
Drafting and Design Technology
Electronics Engineering Technology
Associate in Science Degree in Nursing (ADN)
Dental Hygiene
Emergency Medical Services
Environmental Science Technology
Fire Science Technology
Radiation Protection Technology
Respiratory Therapy
Interior Design Technology
Legal Assisting
Office Systems Technology
Ornamental Horticulture Technology
Recreation Technology
Social Services Technology

The following programs offered at CFCC lead to certificates:

Emergency Medical Technician
Paramedic
Patient Care/Nursing Assistant
Practical Nursing
Surgical Technology
Physical Therapy Assisting
Office Systems Specialist
Air Conditioning, Refrigeration, and Heating Service Technology
Automotive Body Repair and Refinishing
Automotive technology
Commercial and Industrial Electricity
Commercial Foods and Culinary Arts
Hotel-Motel Career Development
Industrial Machinery Maintenance and repair

Certificate Programs (Continued):

Residential and Commercial Electric Wiring
Welding
Law Enforcement Officer
Corrections Officer

Some of the programs listed have several options available for students to choose. For example, a student enrolled in the AS program in Office Systems Technology may choose to specialize in training for a position as a legal secretary, medical secretary, medical transcription specialist, office manager, or word processing specialist.

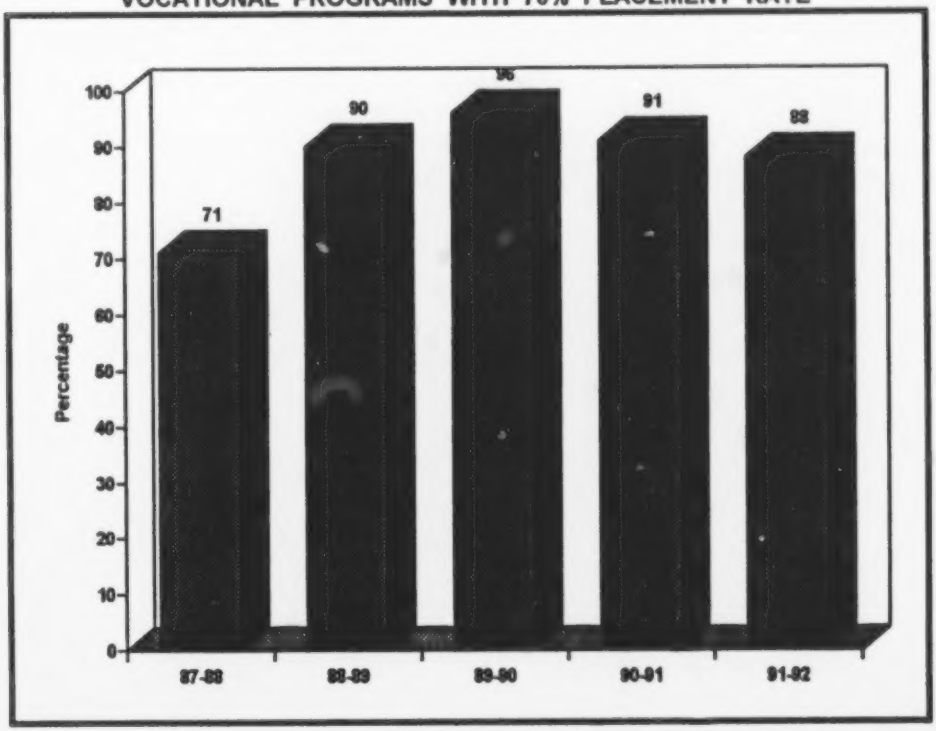
One major subset of programs included as part of the Career Preparation Mission are those which lead to a license, awarded by an independent certifying agency, for graduates. There are five (5) programs in this category. Four of the programs preparing students for licensure examinations. These are: Cosmetology, Emergency Medical Technician, Paramedic, and Licensed Practical Nursing: The Associate Degree in Nursing program prepares graduates to take the license examination for Registered Nurses.

Among the Indicators of Excellence selected for the area of Career Preparation are those which review the placement of graduates of the programs, the pass rates for license examinations, the accreditation status of programs, and the percentage of students either completing or continuing with their educational programs.

CAREER PREPARATION -- INDICATOR 1

Ninety percent of all vocational-technical programs will have at least a 70% placement rate, annually.

VOCATIONAL PROGRAMS WITH 70% PLACEMENT RATE



The 70% placement rate has been the minimum standard set by Statute for several years. The college goal is to have at least 90% of the programs meeting or exceeding the standard placement rate. As can be seen in the chart above, not all programs in the college met the placement rates in 1987-88. However, since that time, significant progress has been made. For three consecutive years the college met or exceeded the standard set in this Indicator of Excellence. In 1991-92 the college did not meet the goal.

This Indicator addresses the following Strategic Goals:

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

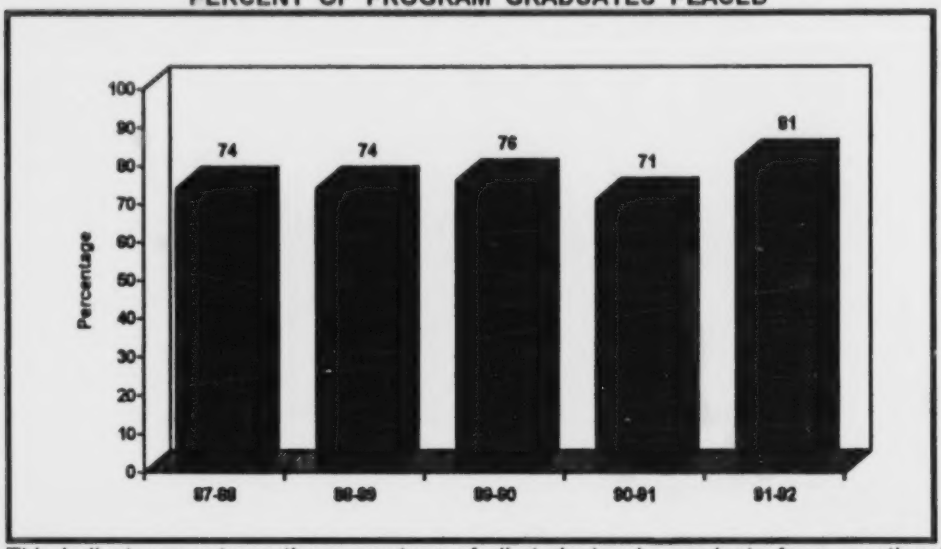
3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

4. Improve occupational education services cooperatively through public school systems and business/industry.

CAREER PREPARATION – INDICATOR 2

The annual placement rate of graduates from all vocational-technical programs offered at CFCC will be at least 70%.

PERCENT OF PROGRAM GRADUATES PLACED



This Indicator reports on the percentage of all students who graduate from vocational-technical programs and who are placed. Placed is defined as entering the workforce in the occupational area in which the student was trained, continuing on with further education or entering military service. The college must place at least 70% of all program graduates in each program at least once every three years to continue offering the program.

This Indicator addresses the following Strategic Goals:

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

4. Improve occupational education services cooperatively through public school systems and business/industry.

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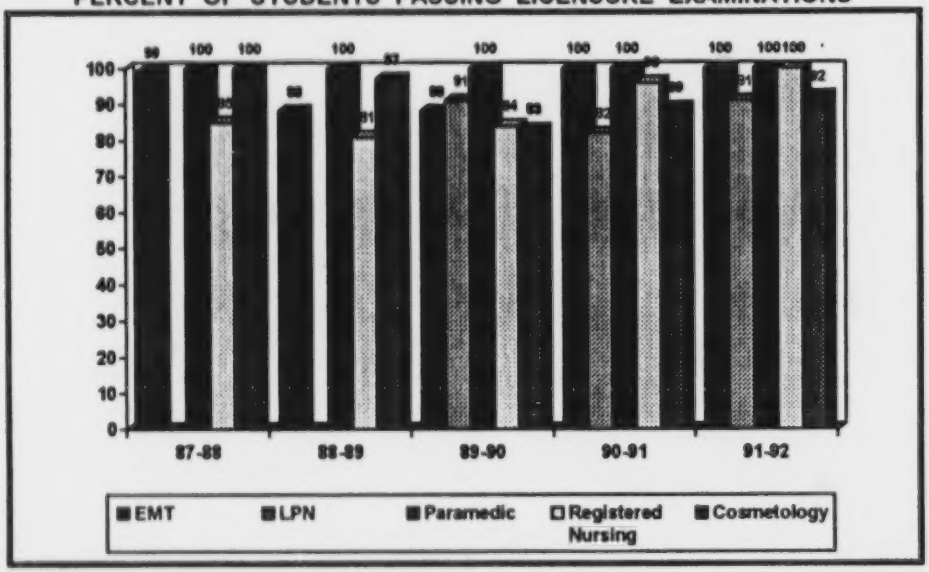
CAREER PREPARATION – INDICATOR 3

Ninety percent (90%) of CFCC students who complete instructional programs designed to prepare them for licensure examinations will pass those licensure examinations.

PERCENT OF STUDENTS PASSING LICENSURE EXAMINATIONS



NOTE: The LPN program graduated the first students in 1989-90.

The chart shows that the college has met the criteria in each program area during the 1991-92 academic year, the last year for which data is available..

This Indicator addresses the following Strategic Goals:

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

4. Improve occupational education services cooperatively through public school systems and business/industry.

CAREER PREPARATION – INDICATOR 4

All programs eligible for accreditation will acquire accreditation within a five year period of the initiation of the program.

There are several programs in the Health Occupations area which have sought, and been awarded, accreditation by a national agency. These programs are the Associate Degree in Nursing program, accredited by the National League of Nursing (NLN), the Licensed Practical Nursing Program, also accredited by the NLN, the EMT/Paramedic program, accredited by the Committee on Allied Health Education and Accreditation (CHEA), and Surgical Technology, accredited by CHEA. Two programs offered cooperatively under agreements with Santa Fe Community College, Dental Hygiene and Respiratory Therapy, are accredited by national organizations through Santa Fe. Accreditation is being sought from the Commission on Accreditation in Physical Therapy Education for the newly established Physical Therapy Assisting program which is accepting students to begin in Fall, 1993.

Program accreditation is also available to AS programs in the business area. The accrediting agency is a part of a new organization, the Association of Collegiate Business Schools and Programs (ACBSP). The Association has been offering accreditation to member colleges for tow years. CFCC is a member of the Association. The Business Division of CFCC is currently reviewing the ACBSP accreditation process to determine if it is appropriate for the college.

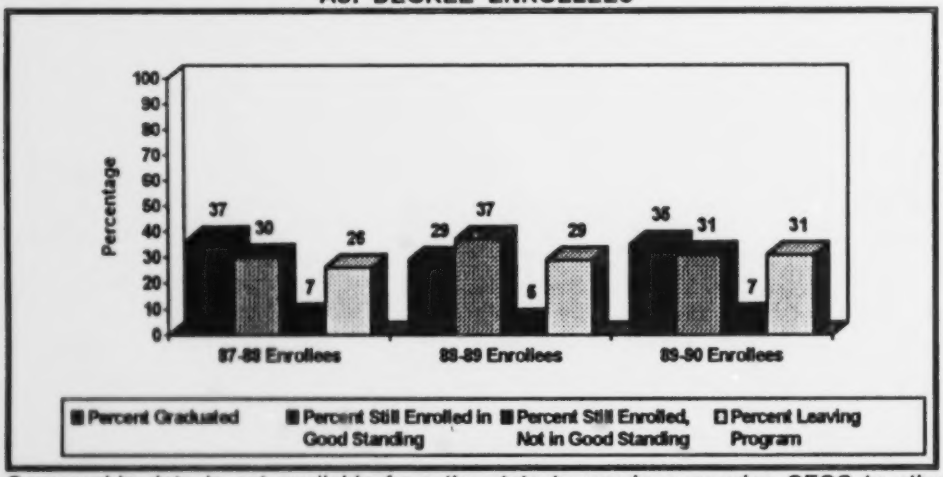
This Indicator addresses the following Strategic Goals:

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

CAREER PREPARATION – INDICATOR 5

The percentage of AS degree seeking students (who enrolled as first-time-in-college students and completed at least 18 credits toward the degree) who (1) graduated, (2) were still enrolled in good standing ("C" or better) or (3) were still enrolled not in good standing within four years after initial registration will be equal to or exceed the state average. The percentage of (4) leavers will be less than the state average.

COMPLETION/ATTRITION STATUS AFTER 4 YEARS
AS. DEGREE ENROLLEES



Comparable data is not available from the state to use in comparing CFCC to other community colleges.

One item is noteworthy in the chart above. A significant percentage number of program enrollees are successfully completing the programs within the four year period or are still enrolled in courses leading to completion. Also important to note is the increase in the percentage of 89-90 enrollees who graduated from programs.

This Indicator addresses the following Strategic Goals:

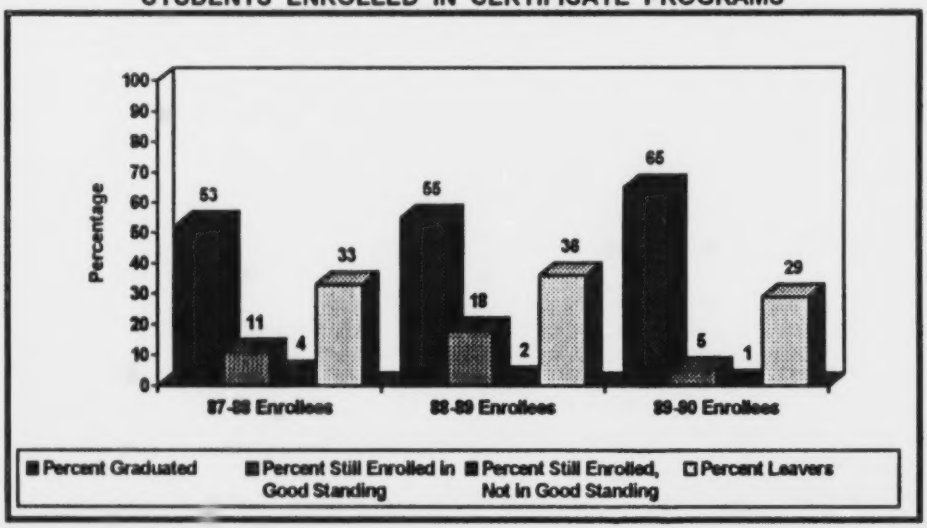
2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

CAREER PREPARATION – INDICATOR 6

The percentage of post-secondary vocational-technical certificate seeking students (who enrolled as first-time-in-college students and completed at least 9 hours toward the certificate) who (1) graduated, (2) were still enrolled in good standing ("C" or better), or still enrolled not in good standing within two years after initial registration will be equal to or exceed the state average. The percentage of (4) leavers will be less than the state average.

COMPLETION/ATTRITION STATUS AFTER 4 YEARS
STUDENTS ENROLLED IN CERTIFICATE PROGRAMS



Comparable data for other community colleges is not yet available from the state.

NOTE: Program enrollees in the AA, AS, and Certificate programs were determined by examining the major declared by the student during the last term the student attended the college.

This Indicator addresses the following Strategic Goals:

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

CENTRAL FLORIDA COMMUNITY COLLEGE

ACCOMPLISHING THE BASIC SKILLS AND DEVELOPMENTAL EDUCATION MISSION

Among those seeking admission to the college are those who lack basic skills necessary to do college-level academic work. Some of these prospective students are deficient in basic communication skills (reading and writing) and other students have problems with mathematics (both arithmetic and algebra).

Entering students must present evidence of basic skill mastery (SAT or ACT test scores) or must take a comparable test prior to registering for classes. Those students identified by the test scores as lacking basic skills are required to take developmental classes in the areas of deficiency before they are allowed to attempt college level work.

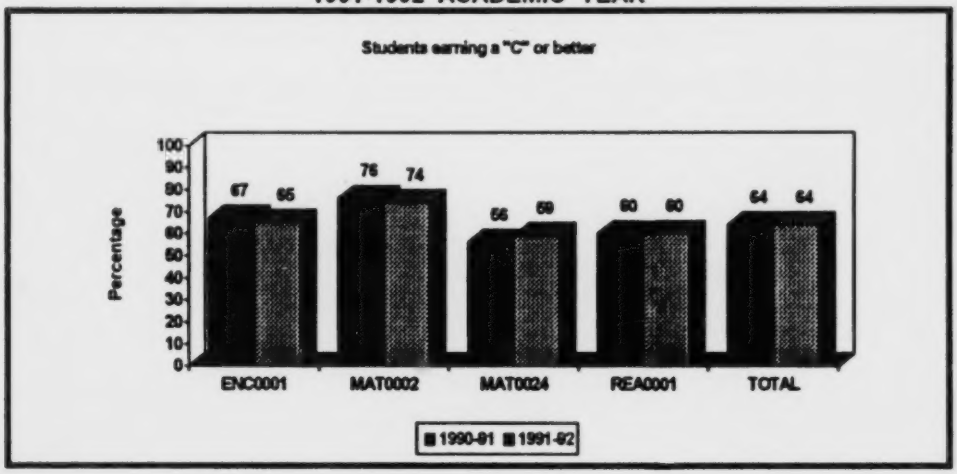
Basic skill and developmental education classes are provided as necessary to students in all program areas. Students continue in those programs until they pass the class with a "C".

The basic skill and developmental education classes are a major responsibility of the college. In reviewing progress in meeting the needs of students requiring this instruction, the college has selected four Indicators. First the college examines the percentage of students who satisfactorily complete prescribed basic skill and developmental education classes each year. Second, the college examines the percentage of students who achieve at an "above average" level in the basic skills and developmental education programs each year. Third, the college examines the success of students who have taken basic skills and developmental education classes in their first corollary college-level course work. A newly adopted Indicator for this report shows the number of vocational students enrolled in basic skills remediation programs who successfully complete the program.

BASIC SKILLS AND DEVELOPMENTAL EDUCATION – INDICATOR 1

The percentage of college preparatory students who were assessed into, enrolled in and who successfully completed their college preparatory course work, with a grade of 'C" or better, during a given reporting year, will be equal to the previous reporting year or increase annually.

COLLEGE PREPARATORY SUCCESS RATES
1991-1992 ACADEMIC YEAR



ENC0001 – College Preparatory English
MAT0002 – College Preparatory Mathematics (Arithmetic)
MAT0024 – College Preparatory Mathematics (Algebra)
REA0001 – College Preparatory Reading

Data in this chart is provided as a base line for reviewing future performance.

This Indicator addresses the following Strategic Goals:

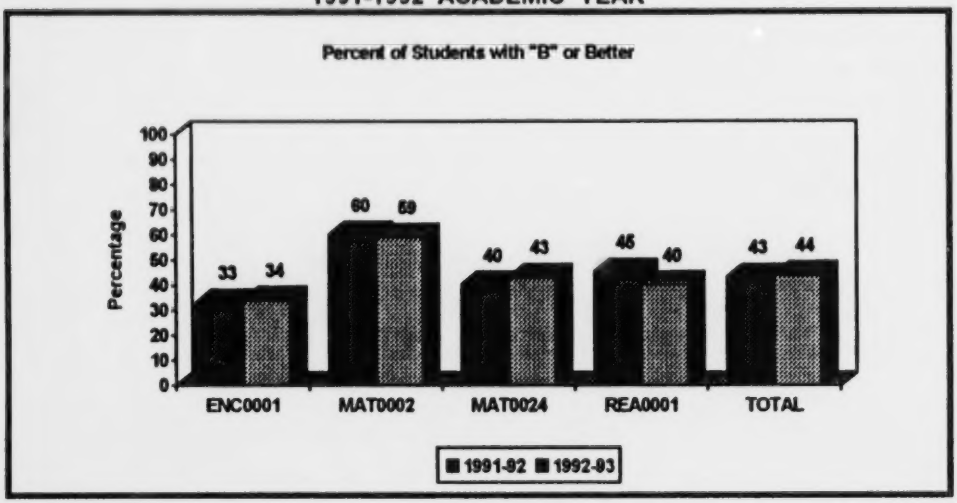
1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

BASIC SKILLS AND DEVELOPMENTAL EDUCATION – INDICATOR 2

The percentage of college preparatory students who were assessed into, enrolled in, and who successfully completed college preparatory course work with a grade of 'B" or better, during a given report year, will be equal to the previous reporting or increase annually.

COLLEGE PREPARATORY SUCCESS RATES
1991-1992 ACADEMIC YEAR



ENC0001 -- College Preparatory English
MAT0002 -- College Preparatory Mathematics (Arithmetic)
MAT0024 -- College Preparatory Mathematics (Algebra)
REA0001 -- College Preparatory Reading

The information for this Indicator was gathered for the purpose of establishing a base line for the college. Targets will be developed during the 1993-94 academic year.

This Indicator addresses the following Strategic Goals:

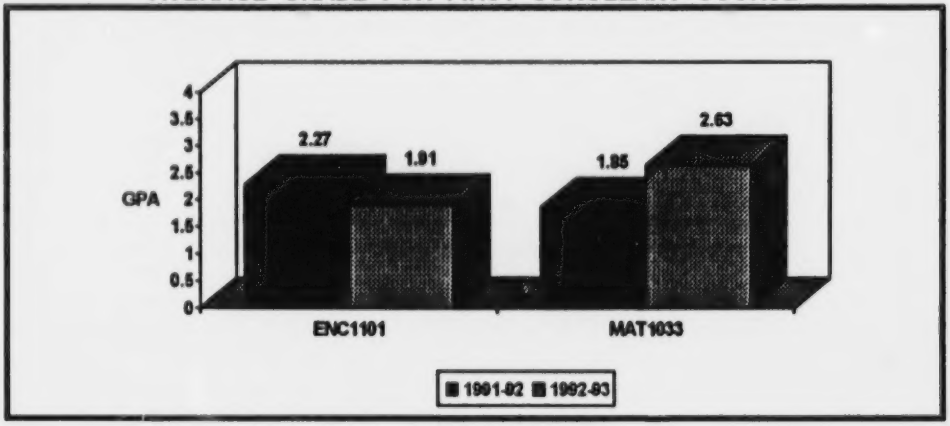
1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

BASIC SKILLS AND DEVELOPMENTAL EDUCATION – INDICATOR 3

Students who were assessed into and enrolled in college preparatory studies and completed the college preparatory work with a grade of 'B"or better will attain a GPA of 2.0 or better in the first college-level corollary course that they complete.

AVERAGE GRADE FOR FIRST COROLLARY COURSE



ENC1101 -- Freshman Composition Skills I
MAT1033 -- Intermediate Algebra

The average grade earned in 1992-93 by students who successfully completed a College Preparatory English class in their first college level English course declined from 1991-92. The average dropped to a point below the target set for this Indicator. The average grade earned by students who successfully completed College Preparatory Math courses in Intermediate Algebra, the first college level mathematics course, increased in the 1992-93 academic year and was above the tentative target.

This Indicator addresses the following Strategic Goals:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

BASIC SKILLS AND DEVELOPMENTAL EDUCATION – INDICATOR 4

At least eighty percent (80%) of post-secondary vocational students enrolled in basic skills remediation programs will successfully complete the program.

During the 1992-93 academic year, 157 post-secondary vocational students were referred to the college's SAIL lab. Of that number, 125 (80%) successfully completed the prescribed program.

This Indicator addresses the following Strategic Goals:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

CENTRAL FLORIDA COMMUNITY COLLEGE

ACCOMPLISHING THE COMMUNITY EDUCATION AND COMMUNITY SERVICE MISSION

The term "community college" implies a mission that includes more than basic academic or vocational/technical educational programs for the residents of the college's service district. A comprehensive community college offers a wide variety of educational opportunities outside the traditional classroom setting. Among these non-traditional programs are those which allow professionals in such areas as health occupations (physicians, nurses and paramedics), attorneys, real estate agents and insurance agents to take continuing education seminars and courses necessary to apply for renewal of their licenses. Other continuing education programs are offered to help clerical workers learn to use new computer programs, train auto mechanics in new technologies, teach advanced skills to welders or to help governmental employees deal with the public.

Some continuing education programs are completed in three or four hours. Other programs may require participants to attend classes for more than 100 hours. Many programs in this category are offered under contract to employees of specific businesses or limited to people with licenses in the field. The field of continuing education is growing at the college. One new service provided through continuing education has been the offering of recertification courses for professionals in real estate through correspondence.

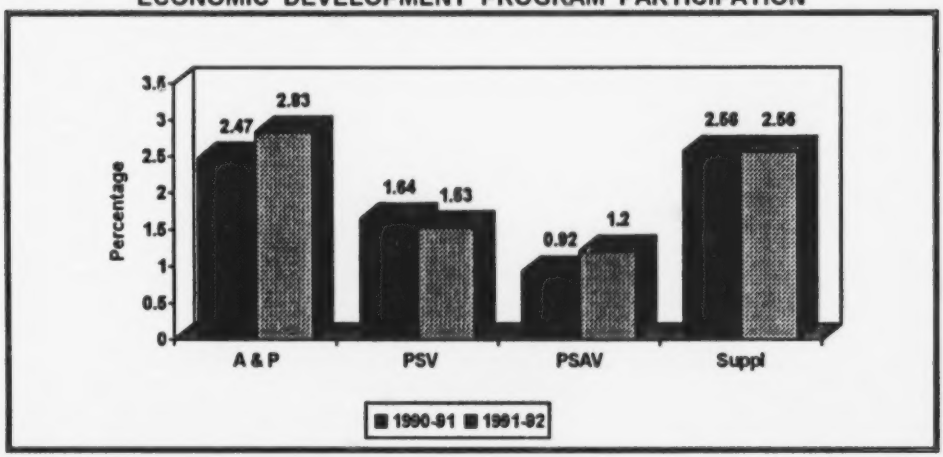
In addition to continuing education programs offered to assist people in acquiring skills necessary to continue employment, the college offers a variety of educational programs and recreational activities for people interested in improving their "quality of life." These course include instruction in various recreational programs as swimming, golf or tennis, instruction in art and music, and instruction in various interest-type activities. These recreational and lifelong learning programs serve populations ranging from school aged children through senior adults.

The Indicators for the community education and community service areas were selected to show the portion of the college service district which enrolls in these activities.

COMMUNITY EDUCATION AND COMMUNITY SERVICE – INDICATOR 1

The percentage of the college service district population, age 18 and over, enrolled at CFCC in the CCIS credit categories of advanced and professional instruction, post secondary vocational instruction, post secondary adult vocational instruction and vocational supplemental instruction will remain constant or increase.

ECONOMIC DEVELOPMENT PROGRAM PARTICIPATION



A & P -- Academic and Professional Programs
PSV -- Post-Secondary Vocational Programs
PSAV - Post-Secondary Adult Vocational Programs
Supplemental -- Supplemental Training in Occupational and Technical Areas

The college offers programs to help people improve employment status as part of the continuing education mission in several areas. These courses support the economic development efforts of the college service district.

Some courses in the general area of economic development are comparable in content to the regular academic or professional educational programs and are classified as A & P programs. Other programs provide instruction leading to entry level skills in a variety of occupational or professional areas. These post-secondary vocational and post-secondary adult vocational programs are generally short-term training programs which provide intensive instruction in a vocational or occupational area. Real estate and insurance programs fit into this category. The supplemental courses are short term refresher or CEU courses offered to assist people already employed in a specific field in improving skills as required to continue employment or learning new skills needed to advance in their employment. The college served a total of 8.12% of the population

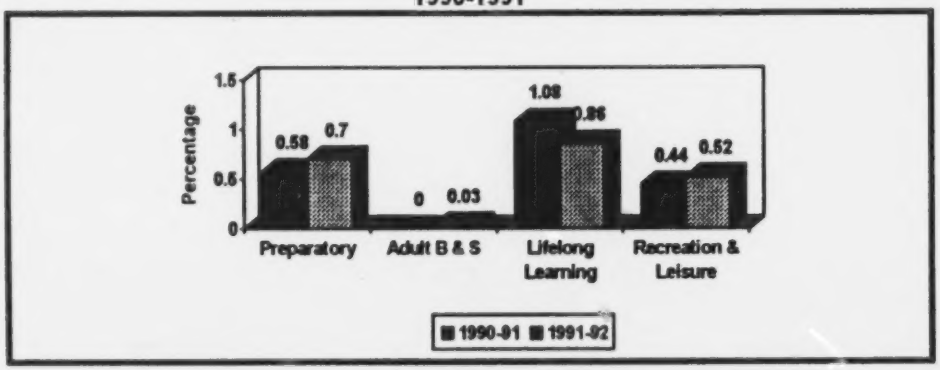
during 1991-92 in programs leading to improved earning capabilities for area residents, an increase from the previous year.

This Indicator addresses the following Strategic Goal:	
1.	Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies.
4.	Improve occupational education services cooperatively through public school systems and business/industry.

COMMUNITY EDUCATION AND COMMUNITY SERVICE – INDICATOR 2

The percentage of the college service district population, age 18 and over, enrolled at CFCC in the CCIS non-credit categories of preparatory instruction, adult basic and secondary instruction, lifelong learning, and recreational or leisure time instruction will remain constant or increase.

COMMUNITY SERVICE PROGRAMS
1990-1991



The preparatory courses are designed to assist students who desire to attend college programs in acquiring the basic skills of reading, writing, and computation necessary for success at the college level. Adult Basic and Secondary (Adult B & S) courses begin with basic literacy instruction for adult learners and provide a full program of instruction for students through the GED or adult high school diploma. The lifelong learning courses and recreation and leisure programs offer avocational or recreational classes to students of all ages. These CFCC programs, in combination, reached a total of 2.1% of the service district population during the 1990-91 academic year.

This Indicator addresses the following Strategic Goal:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies.

COMMUNITY EDUCATION AND COMMUNITY SERVICE – INDICATOR 3

At least ninety percent (90%) of responses to surveys of area businesses and industries, economic development councils and others indicate 'satisfied' with business and industry development programs offered by the college.

No formal surveys have been conducted of area businesses in the last five years to determine satisfaction with business and industry development programs. Informal information available through the Dean of Technical Education indicates general satisfaction with the college's preparation of students. In particular he cited the college guarantee that any graduate receiving an Associate of Science degree who is judged by an employer not to have acquired normally expected competencies will be provided further training at no cost. No employer has requested such additional training for an employee. In addition, the Dean cites the success the college has in securing grants for customized training for area businesses and success in providing contracted customized training for area business and industry as evidence of continued satisfaction with the college programs.

This Indicator addresses the following Strategic Goal:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies.

4. Improve occupational education services cooperatively through public school systems and business/industry.

5. Engage in a continual study of college services needed and offered in the district for both specific programs and the college.

COMMUNITY EDUCATION AND COMMUNITY SERVICE – INDICATOR 4

At least 90% of the students completing Continuing Education Course Evaluation forms will rank the course satisfactory or better in each of the following areas: meeting student needs, instructor knowledge of subject matter, instructor presentation, and instructor enthusiasm.

Students routinely complete a course evaluation form at the end of courses taught through the continuing education division of the college. The course evaluation is requested from all students in all classes, regardless of focus: vocational supplemental, postsecondary adult vocational, lifelong learning, or avocational/recreational. Students are asked to report their opinions about the class and instructor. Composite information from the evaluations is used to counsel instructors, to evaluate courses and instructors, and to improve the mix of programs offered by the division. A summary of the rankings by students responding to the questionnaire during the Fall, 1992, semester is shown in the table below.

CONTINUING EDUCATION EVALUATION RESPONSES

AREA REPORTED	PERCENT FAVORABLE
Meeting Student Needs	96.4%
Instructor Knowledge of Subject Matter	100%
Instructor Presentation	98.4%
Instructor Enthusiasm	99.6%

This Indicator addresses the following Strategic Goal:

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

CENTRAL FLORIDA COMMUNITY COLLEGE

ACCOMPLISHING THE ACCESS MISSION

A good community college serves the entire community. This perception is reflected in the college mission and prompted CFCC to establish a variety of programs designed to recruit under-prepared and at-risk population groups, particularly those in the minority population groups, and to assist them in entering college. Some of the students are enrolled in special counseling groups and others are given intensive remediation in basic skill areas. The college assigns mentors to some high risk students. Special efforts are made to inform prospective students of the various forms of financial aid available to help defray the cost of their college programs.

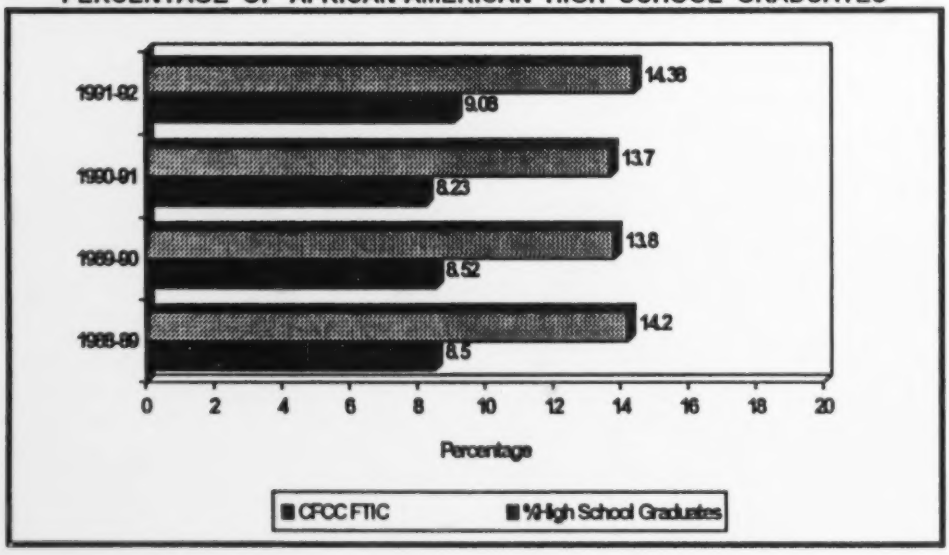
Many programs used at CFCC to assist traditionally under-represented population groups in being successful in college are supported by grants. These grant funded programs include Project Future, Project Quick Start, Student Support Services, Educational Opportunity Center, Disadvantaged Student Nursing Scholarships, Central American Student Scholars, Governor's Summer Program, the Carl Perkins Vocational Grants, Project Independence and the Job Training Partnership program.

To assure that members of all population groups are attracted to the college and retained in the programs they enroll, the college monitors the percentages of students from various minority populations to determine if they are equitably represented in the student body.

ACCESS MISSION – INDICATOR 1

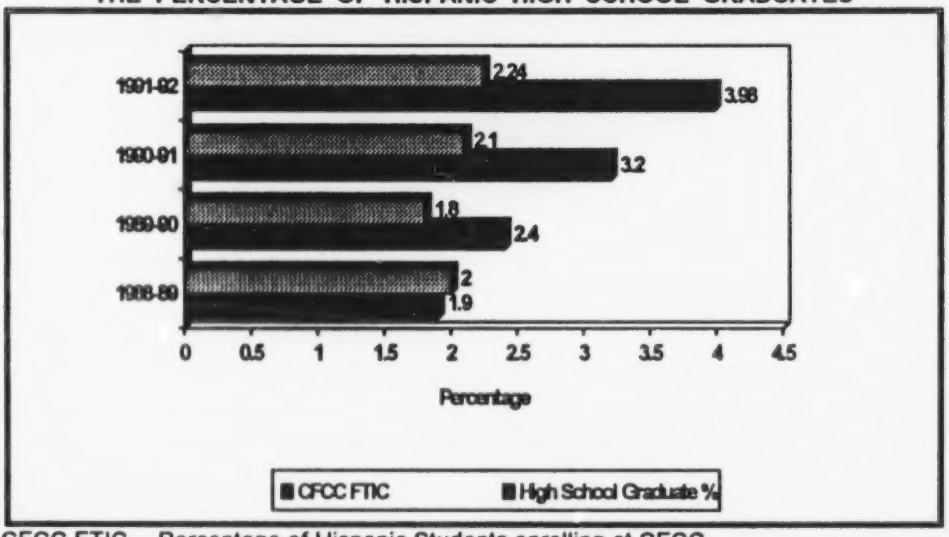
The proportions of African-Americans, Hispanics, whites, and others in first time in college enrollment will be equal to the proportions of African-Americans, Hispanics, whites, and others who graduated from high schools in the community college service district the preceding year.

PROPORTION OF AFRICAN-AMERICAN STUDENTS COMPARED TO PERCENTAGE OF AFRICAN-AMERICAN HIGH SCHOOL GRADUATES



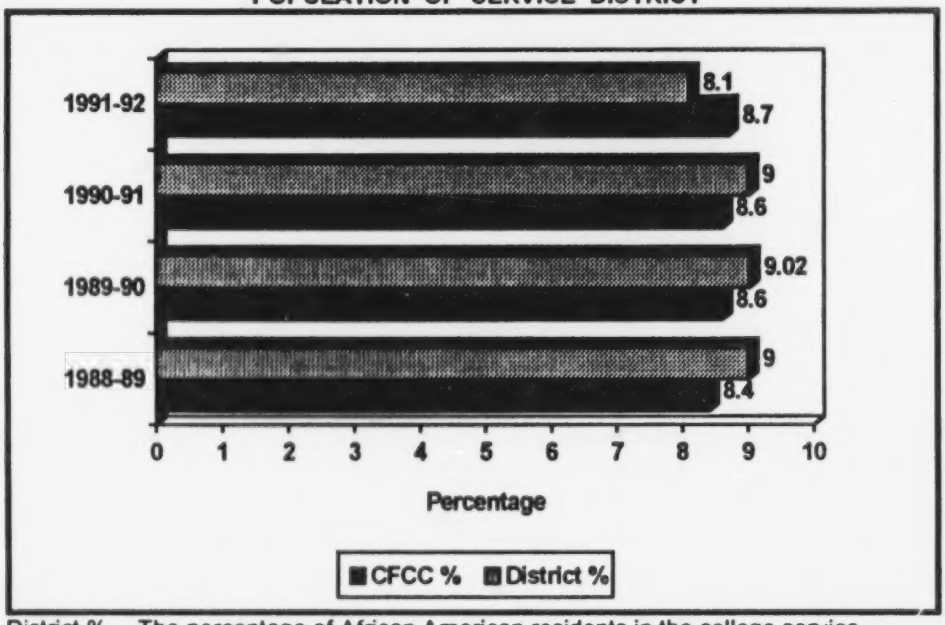
CFCC FTIC -- Percentage of African-American Students who enroll at CFCC
HIGH SCHOOL GRADUATES -- Percentage of High School Graduates who are African-American

PROPORTION OF HISPANIC STUDENTS COMPARED TO THE PERCENTAGE OF HISPANIC HIGH SCHOOL GRADUATES



CFCC FTIC -- Percentage of Hispanic Students enrolling at CFCC
HIGH SCHOOL GRADUATE % -- Percentage of area high school graduates who are Hispanic

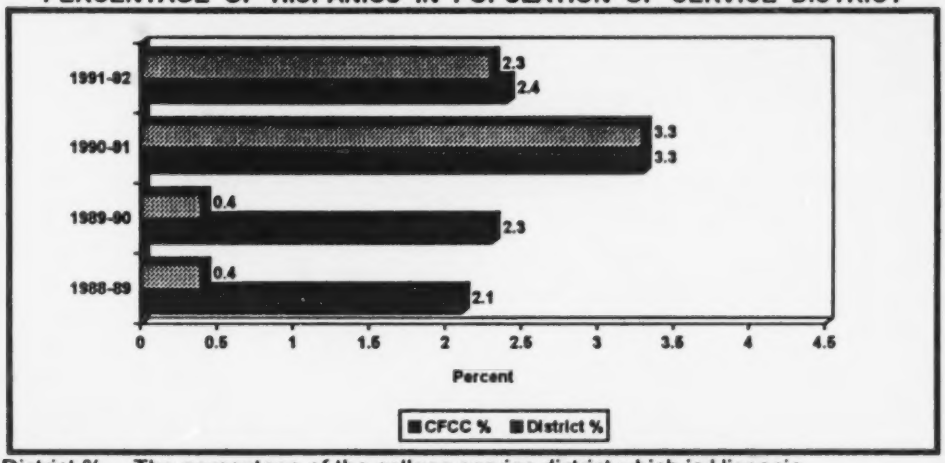
PERCENTAGE OF AFRICAN-AMERICAN STUDENTS COMPARED TO PERCENTAGE OF AFRICAN-AMERICANS IN POPULATION OF SERVICE DISTRICT



District % -- The percentage of African American residents in the college service district.

CFCC % -- The percentage of the total CFCC student body which is African American.

PERCENTAGE OF HISPANIC STUDENTS COMPARED TO PERCENTAGE OF HISPANICS IN POPULATION OF SERVICE DISTRICT



District % -- The percentage of the college service district which is Hispanic
CFCC % -- The percentage of the total college student population which is Hispanic

The college reviewed the four-year enrollment patterns of the two most numerous minority populations in the service district -- Blacks and Hispanics. In examining enrollment patterns for African-American students, it is apparent that the college has not met the standard set by the Indicator when comparing the percentage of CFCC students who are African-American and the percentage of High School Graduates who are African-American.. In the case of Hispanic students, the college exceeds the standard set by the Indicator when the percentage of CFCC students who are Hispanic is compared to the percentage of Hispanic High School Graduates.

The same pattern is evident when district population percentages are compared to the enrollment patterns of the college. African-Americans are under-represented in the college student body and more Hispanic students are enrolled in the college than the percentage found in the population of the service district would suggest.

The percentage of African-Americans in the student population for 1991-92 is above the percentage of African-Americans in the general population. The percentage of Hispanics in the college population is higher than the percentage of Hispanics in the general population of the college service district for three of the four years for which information was gathered, including the most recent year, 1991-92.

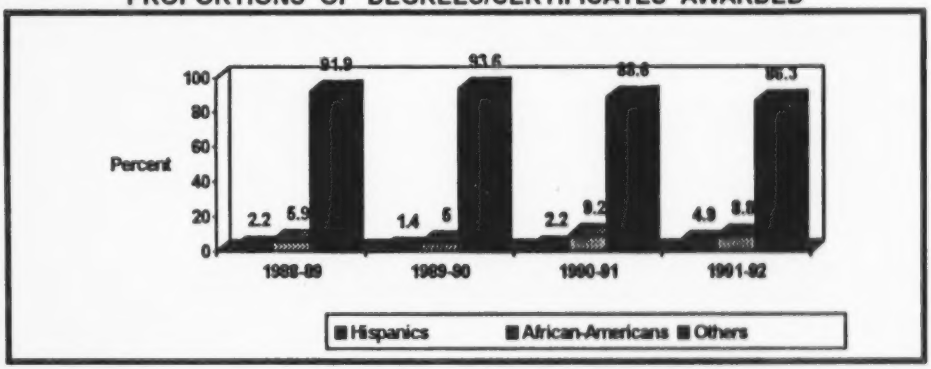
This Indicator addresses the following Strategic Goal:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs and policies.

ACCESS MISSION – INDICATOR 2

The proportions of degree/certificate seeking African-Americans, Hispanics and other minorities who graduate will be equal to the proportions of degree/certificate seeking whites who graduate.

PROPORTIONS OF DEGREES/CERTIFICATES AWARDED



This Indicator speaks to the college retention pattern for enrolled students.

This Indicator addresses the following Strategic Goals:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs and policies.

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in deliver of existing programs on all campuses.

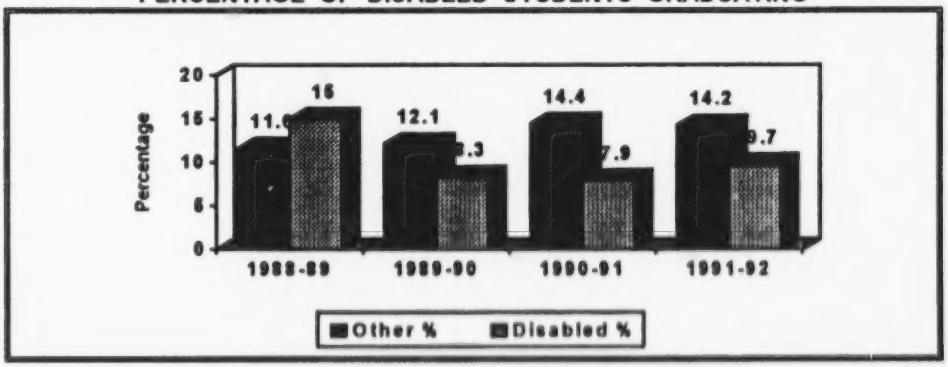
3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

9. Develop and implement intervention strategies which improve the success rate of students as measured by retention rates or be external measures such as the CLAST and various licensure examinations.

ACCESS MISSION – INDICATOR 3

The proportions of degree/certificate seeking disabled students who graduate will be equal to the proportions of other degree/certificate seeking students who graduate.

PERCENTAGE OF DISABLED STUDENTS GRADUATING



The percentage of disabled students who complete their programs and graduate from CFCC declined over the first three years of the period reported. However, during the 1991-92 year, the percentage increased. This Indicator speaks to the issue of retention of disabled students.

This Indicator addresses the following Strategic Goals:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs and policies.

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in deliver of existing programs on all campuses.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

9. Develop and implement intervention strategies which improve the success rate of students as measured by retention rates or be external measures such as the CLAST and various licensure examinations.

ACCESS MISSION – INDICATOR 4

The proportions of international education students compared with the proportions of all other degree/certificate seeking students shall increase annually.

There were 60 international students enrolled at CFCC during the fall semester of the 1991-92 academic year. This number increased to 137 during 1992-93. The international student population also increased as a percentage of the college population from slightly over 1% in 1991-92 to more than 2% in 1992-93.

This Indicator addresses the following Strategic Goals:

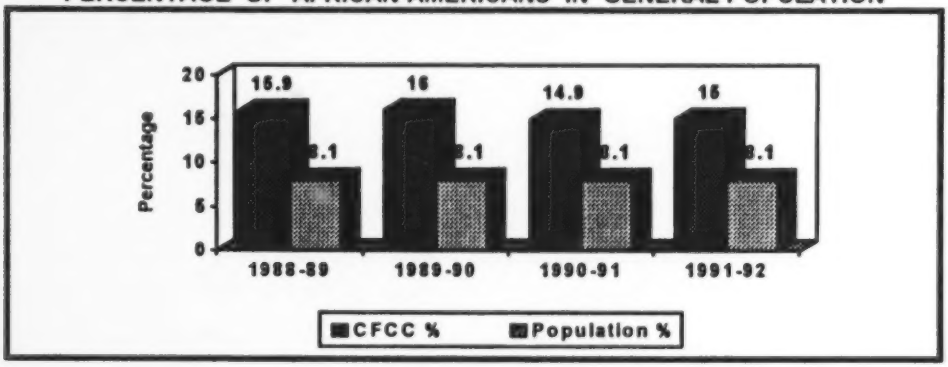
1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs and policies.

8. Increase the international potential of the college in such areas as student recruitment, faculty recruitment and exchange, and curriculum development.

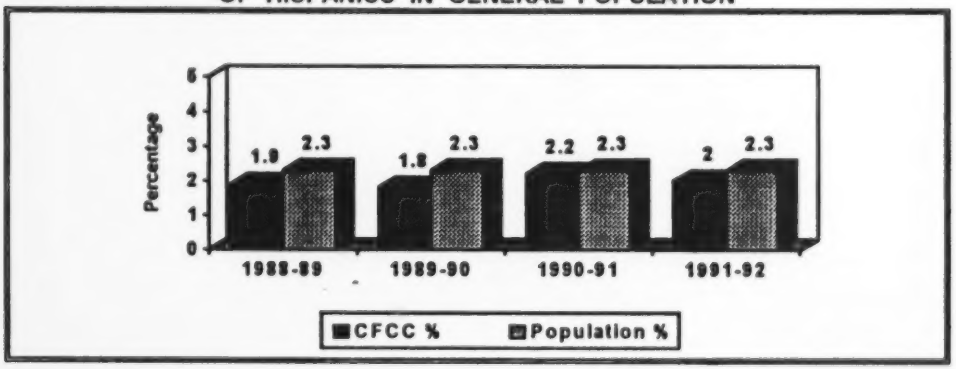
ACCESS MISSION – INDICATOR 5

The proportions of minorities, including women, employed by the college should be equal to the proportions of minorities in the community college district.

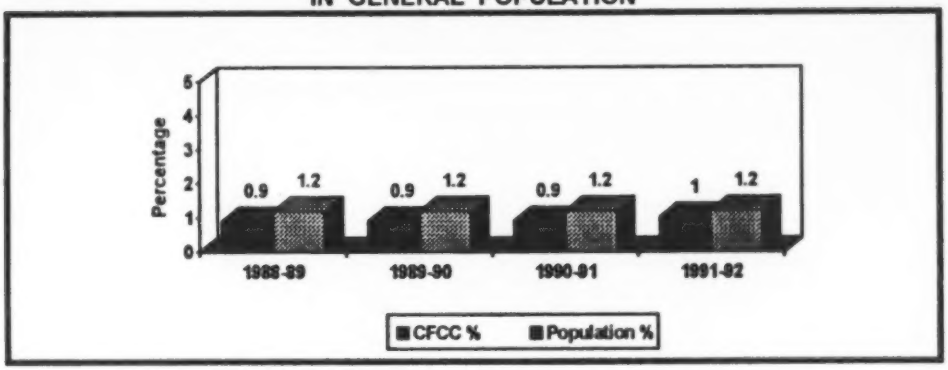
PERCENTAGE OF AFRICAN-AMERICANS EMPLOYED COMPARED TO PERCENTAGE OF AFRICAN-AMERICANS IN GENERAL POPULATION



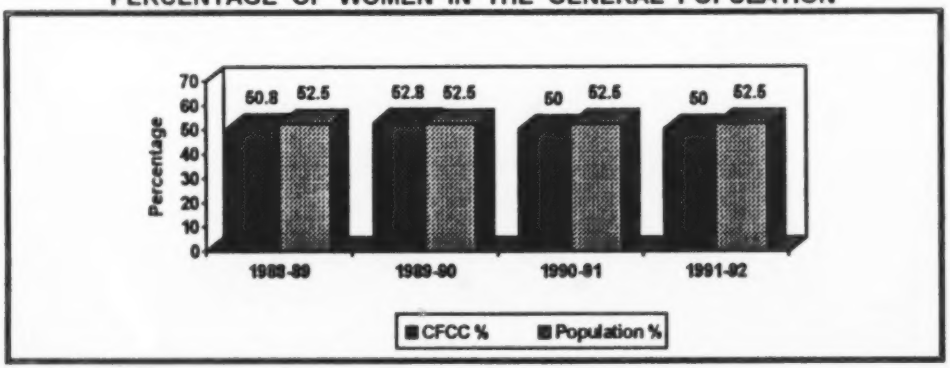
PERCENT OF HISPANICS EMPLOYED AT CFCC COMPARED TO PERCENT OF HISPANICS IN GENERAL POPULATION



PERCENTAGE OF OTHER MINORITIES (ASIAN, PACIFIC ISLANDER, INDIAN) EMPLOYED AT CFCC COMPARED TO PERCENTAGE OF OTHER MINORITIES IN GENERAL POPULATION



PERCENTAGE OF WOMEN EMPLOYEES AT CFCC COMPARED TO PERCENTAGE OF WOMEN IN THE GENERAL POPULATION



As is shown in each of the four charts, CFCC has exceeded or is near the proposed target for this Indicator in the areas targeted. The percentage of African-Americans employed at the college consistently exceeds the percentage of African-Americans in the general population. The percentage of Hispanic employees and the percentage of employees in other minority groups is near the percentage of Hispanics or other minorities in the general population. The percentage of women employed at the college was slightly above the percentage of women in the general population for one of the three years in this report and slightly below the general population percentage in the other three years.

This Indicator addresses the following Strategic Goals:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs and policies.

CENTRAL FLORIDA COMMUNITY COLLEGE

ACHIEVING EDUCATIONAL OUTCOMES RELATED TO ALL INSTRUCTIONAL MISSIONS

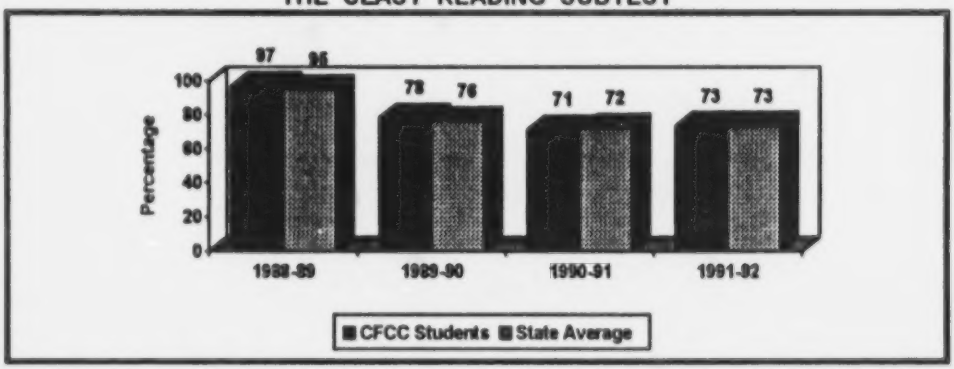
The purpose of a community college is to provide instruction to students in academic, occupational preparation, employee improvement, and lifelong learning. Assessing the effectiveness of CFCC in accomplishing the educational missions is done in two ways. First, the college examines the percentage of students who successfully pass the College Level Academic Skills Test (CLAST). This test was developed and is administered by the Division of Community Colleges of the Department of Education. The test has four subtests: mathematics, reading, writing, and essay. Each subtest was designed to determine if an individual had mastered a set a competencies which were identified as necessary for success in upper division courses at four-year colleges and universities. The State established "cut-off scores" for each sub-test. This report is concerned only with the number of students who pass the test in comparison with the state wide average.

The second group of Indicators, selected to provide information about educational outcomes, is concerned with student retention in classes (as shown by the withdrawal rate) and the Grade Point Average (GPA) of students in various programs or program groups.

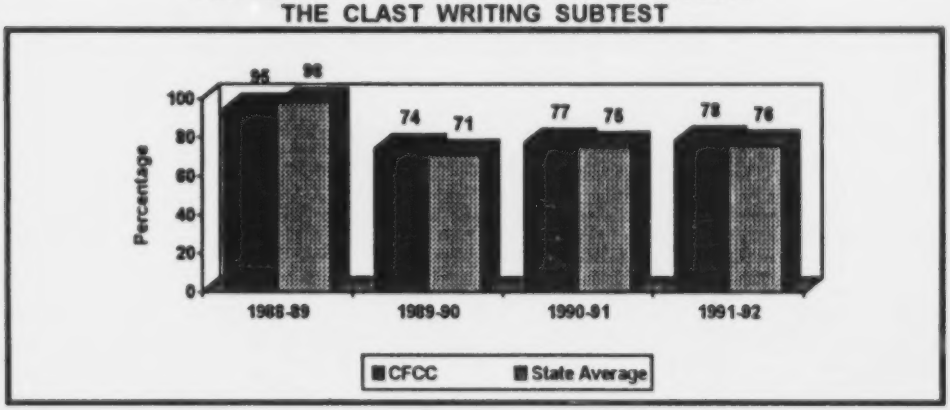
EDUCATIONAL OUTCOMES – CLAST INDICATORS – INDICATOR 1

The percent of all CFCC students who take the CLAST and pass each subtest will be equal to or higher than the mean passing rate for all community colleges in the state.

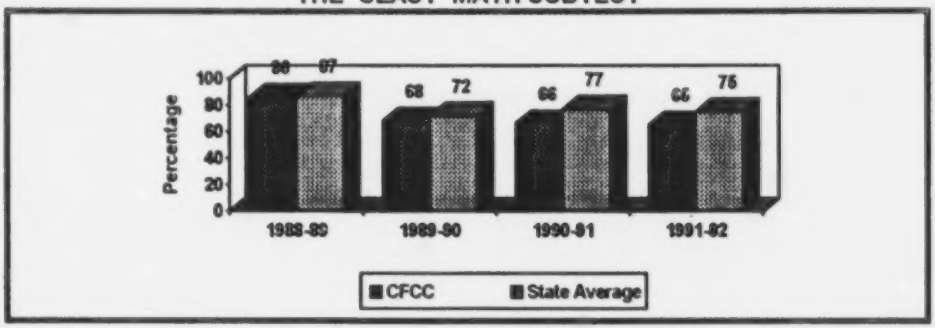
PERCENTAGE OF CFCC STUDENTS PASSING THE CLAST READING SUBTEST



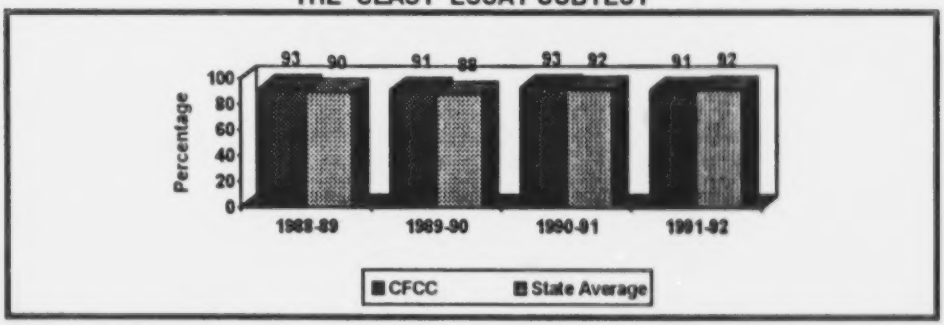
PERCENTAGE OF CFCC STUDENTS PASSING THE CLAST WRITING SUBTEST



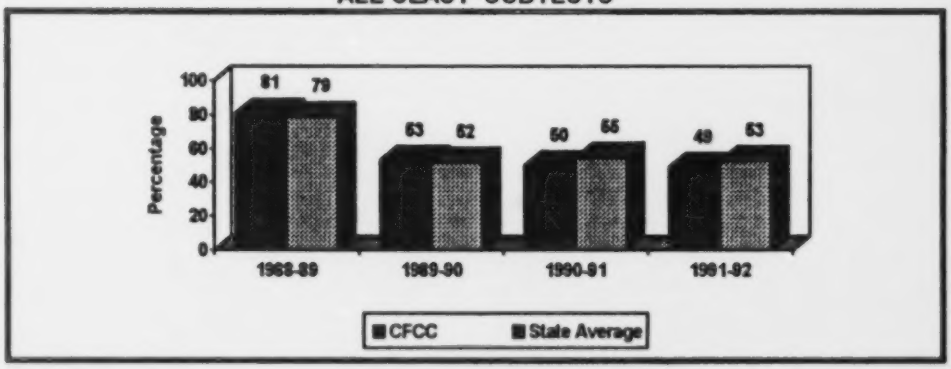
PERCENTAGE OF CFCC STUDENTS PASSING THE CLAST MATH SUBTEST



PERCENTAGE OF CFCC STUDENTS PASSING THE CLAST ESSAY SUBTEST



PERCENTAGE OF CFCC STUDENTS PASSING ALL CLAST SUBTESTS



The charts in this section show the CFCC passing percentages for first time CLAST test takers. Comparable data was not available from the state at the time this report was prepared.

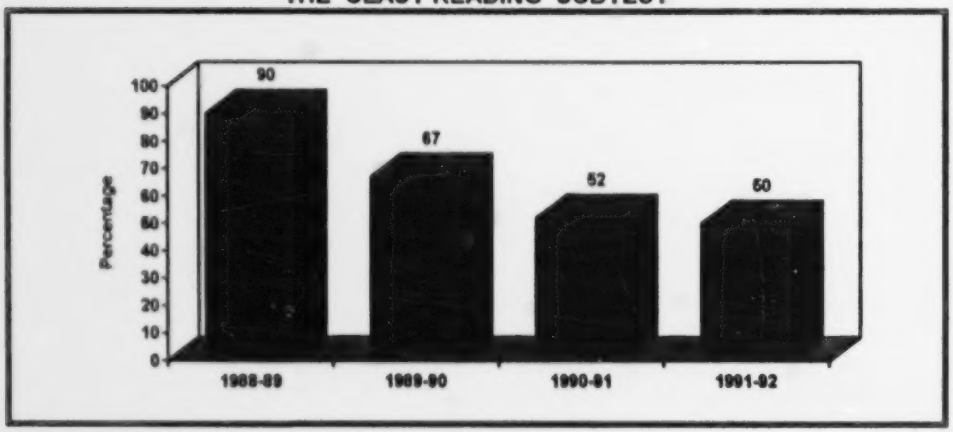
This Indicator addresses the following Strategic Goal:

9. Develop and implement intervention strategies which improve the success rate of students as measured by retention rates or by external measures such as the CLAST and various licensure examinations.

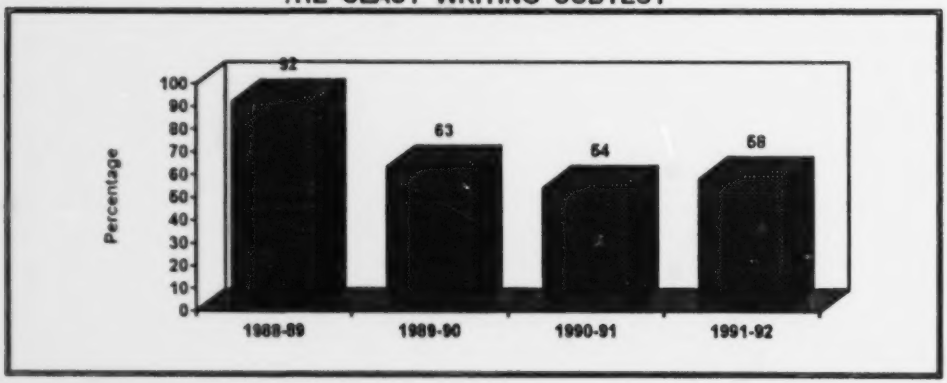
EDUCATIONAL OUTCOMES – CLAST INDICATORS – INDICATOR 2

The percent of CFCC students who receive college preparatory instruction and take the CLAST who pass each subtest will be equal to or higher than the mean passing rate for all community colleges in the state.

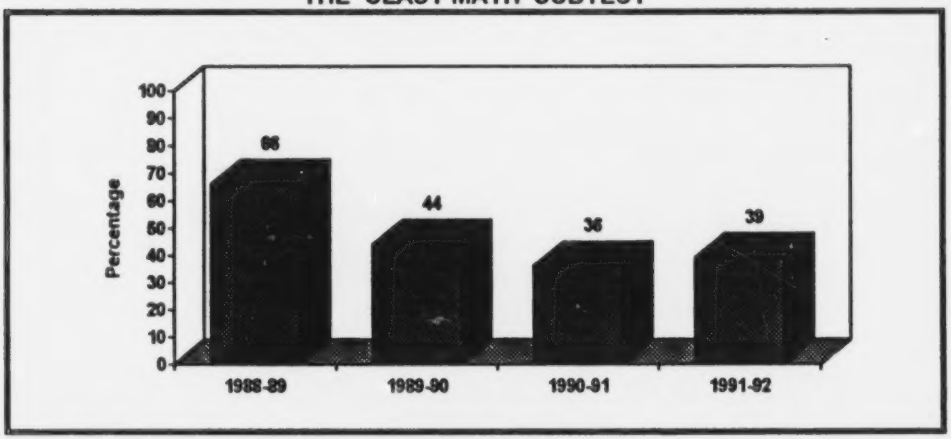
PERCENT OF CFCC STUDENTS WHO RECEIVED COLLEGE PREPARATORY INSTRUCTION AND PASSED THE CLAST READING SUBTEST



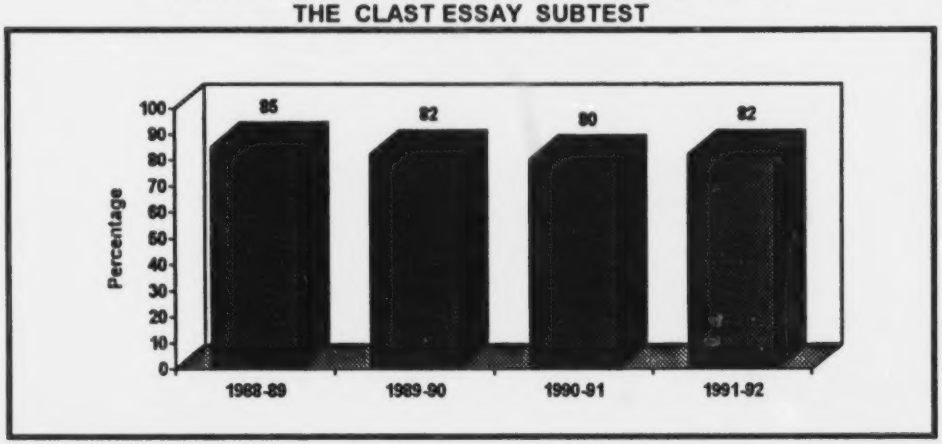
PERCENT OF CFCC STUDENTS WHO RECEIVED COLLEGE PREPARATORY INSTRUCTION AND PASSED THE CLAST WRITING SUBTEST



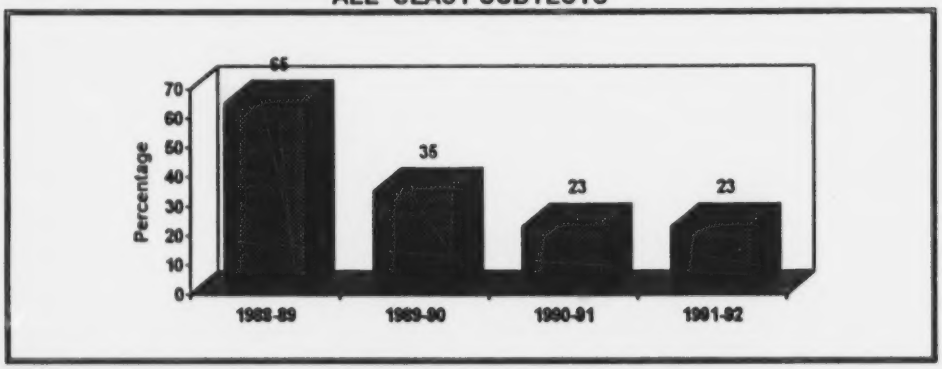
PERCENT OF CFCC STUDENTS WHO RECEIVED COLLEGE PREPARATORY INSTRUCTION AND PASSED THE CLAST MATH SUBTEST



PERCENT OF CFCC STUDENTS WHO RECEIVED COLLEGE PREPARATORY INSTRUCTION AND PASSED THE CLAST ESSAY SUBTEST



PERCENT OF CFCC STUDENTS WHO RECEIVED COLLEGE PREPARATORY INSTRUCTION AND PASSED ALL CLAST SUBTESTS



The charts for this Indicator show the CFCC passing percentages for all CFCC students who received college preparatory instruction. Comparable data was not available from the state at the time this report was prepared.

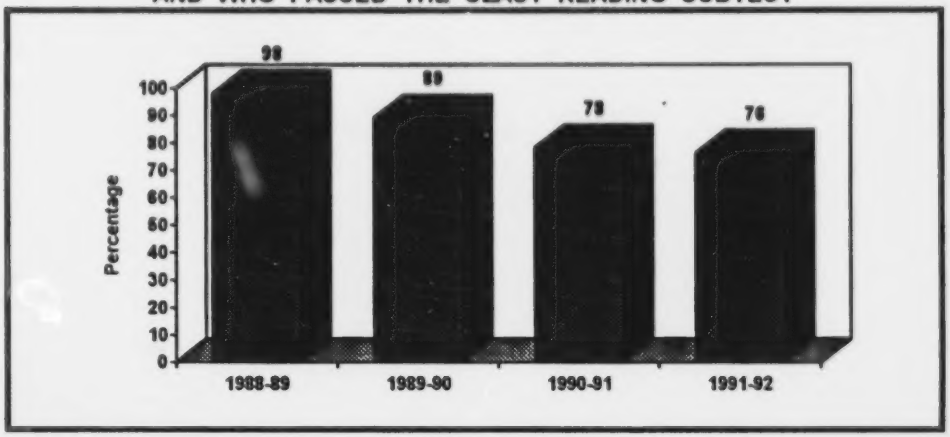
This Indicator addresses the following Strategic Goal:

9. Develop and implement intervention strategies which improve the success rate of students as measured by retention rates or by external measures such as the CLAST and various licensure examinations.

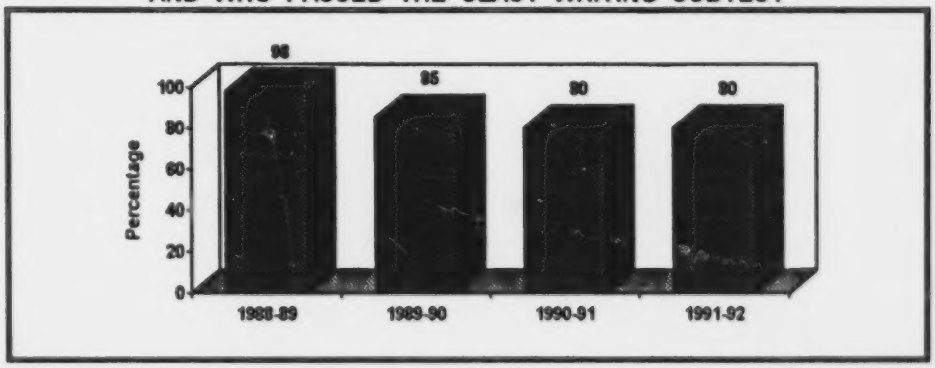
EDUCATIONAL OUTCOMES – CLAST INDICATORS – INDICATOR 3

The percent of CFCC students who do not receive college preparatory instructions who take the CLAST and who pass each subtest will be equal to or higher than the mean passing rate for all community colleges in the state.

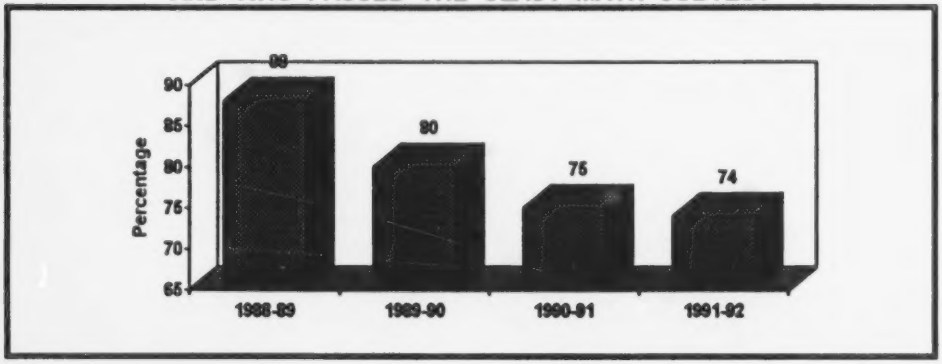
PERCENT OF CFCC STUDENTS WHO DID NOT RECEIVE COLLEGE PREPARATORY INSTRUCTION AND WHO PASSED THE CLAST READING SUBTEST



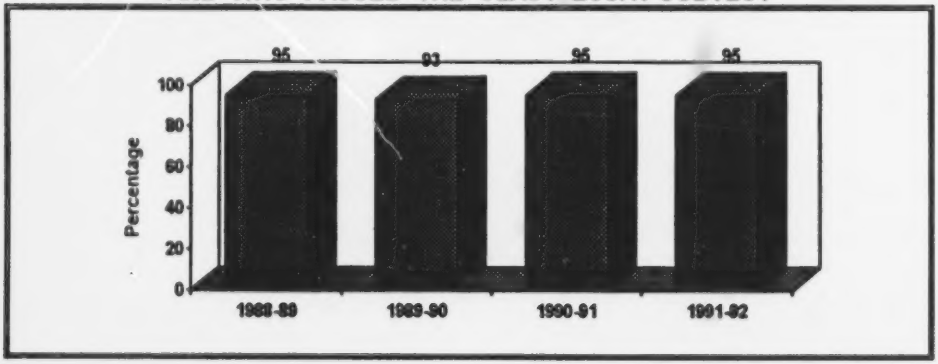
PERCENT OF CFCC STUDENTS WHO DID NOT RECEIVE COLLEGE PREPARATORY INSTRUCTION AND WHO PASSED THE CLAST WRITING SUBTEST



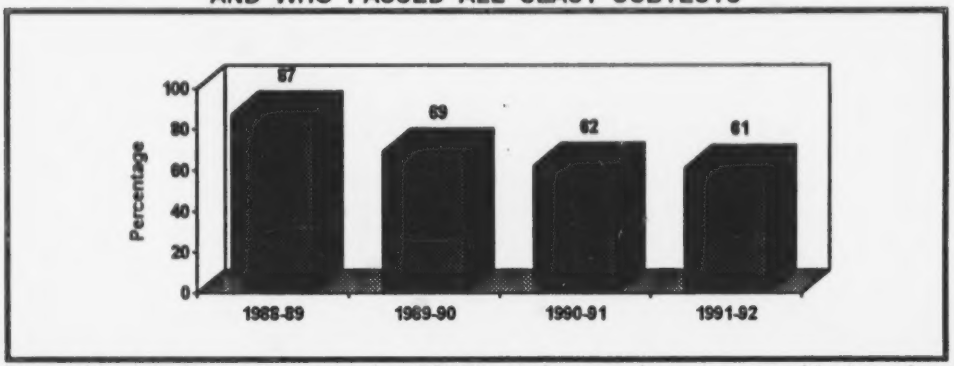
**PERCENT OF CFCC STUDENTS
WHO DID NOT RECEIVE COLLEGE PREPARATORY INSTRUCTION
AND WHO PASSED THE CLAST MATH SUBTEST**



**PERCENT OF CFCC STUDENTS
WHO DID NOT RECEIVE COLLEGE PREPARATORY INSTRUCTION
AND WHO PASSED THE CLAST ESSAY SUBTEST**



PERCENT OF CFCC STUDENTS WHO DID NOT RECEIVE COLLEGE PREPARATORY INSTRUCTION AND WHO PASSED ALL CLAST SUBTESTS



State-wide data for use in comparing CFCC's student passing rates on subtests and on the composite CLAST is only available for the total of test-takers. It will not be available for sub-groups within the test population until the state-wide student database is refined for the accountability process.

One important piece of information must be considered in interpreting the data. The minimum passing score was increased for some subtests during the period reported. The result of the state-mandated increase in the minimum passing test was a reduction in the percentage of students passing those subtests and passing the total test.

This Indicator addresses the following Strategic Goal:

9. Develop and implement intervention strategies which improve the success rate of students as measured by retention rates or by external measures such as the CLAST and various licensure examinations.

EDUCATIONAL OUTCOMES – GRADE INDICATORS – INDICATOR 1

The average number of withdrawals and incompletes for all credit course at CFCC will not exceed 25% of the total enrollment in all credit courses for a given term.

There were 42,410 grades in credit courses during the Fall, 1991 term. Of that number, 4,283 were either a "W" or an "I". "W" are given to students who withdraw from the class after the end of the "add-drop" period and before the final grades are given. "I" grades are given to students who do not complete the work in a class before the end of the term and request an extension to complete class requirements. Approximately 10.1% of grades given in the Fall Semester, 1991, were either "W" or "I".

For comparative purposes, 42,337 grades were given to students enrolled in credit courses in the fall semester, 1992. Of those grades, 3,507, or 8.3%, were either and "I" or "W".

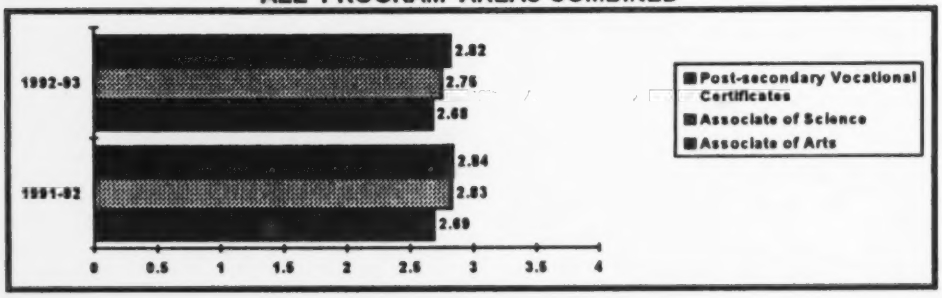
This Indicator addresses the following Strategic Goal:

9. Develop and implement intervention strategies which improve the success rate of students as measured by retention rates or by external measures such as the CLAST and various licensure examinations.

EDUCATIONAL OUTCOMES – GRADE INDICATORS – INDICATOR 2

The mean GPA for each degree or certificate program of those students enrolled and graduated during a given academic year will not fall below a 2.0 or better for all students enrolled in a specific program.

PROGRAM GRADE POINT AVERAGES
ALL PROGRAM AREAS COMBINED



PROGRAM GRADE POINT AVERAGES
ASSOCIATE IN SCIENCE PROGRAMS

PROGRAM NAME	Fall, 1991 GPA	Fall, 1992 GPA
Criminal Justice	3.20	2.40
Accounting	3.32	3.28
Pre-Physical Therapy Assisting		3.13
Emergency Medical Technology	2.92	2.78
Child Care	2.56	2.63
Radiation Protection Technology	2.67	2.69
Nursing	3.00	3.11
Environmental Science Technology	2.97	3.03
Office Systems Technology	2.78	2.82
Business Administration		2.70
Ornamental Horticulture	2.68	2.47
Interior Design	2.98	3.08
Building Construction	2.96	3.34
Quality Control	3.27	
Civil Engineering Technology		4.00
Electronic Engineering Technology	2.97	2.80
Drafting and Design Technology	3.14	2.83
Fire Science Technology	2.94	3.11
Criminal Justice Technology	2.54	2.39

PROGRAM GRADE POINT AVERAGES
ASSOCIATE IN SCIENCE PROGRAMS (Continued)

Legal Assistant	2.72	2.68
Recreational Technology	2.05	2.34
Social Services Technology	3.24	2.76
Industrial Management Technology	3.51	3.35

GRADE POINT AVERAGES
POSTSECONDARY ADULT VOCATIONAL CERTIFICATE PROGRAMS

PROGRAM NAME	1991 Fall GPA	1992 Fall GPA
Patient Care	3.13	3.29
Surgical Technology	3.10	3.28
Practical Nursing	3.13	3.26
Correctional Officer		2.31
Child Care Supervision		3.00
FICJ Law Enforcement		2.73
Hotel/Motel Career Development	3.15	4.00
Commercial Foods	2.75	
Air Conditioning and refrigeration	2.62	2.92
Auto Body	2.16	2.18
Automotive Mechanics	2.44	2.25
Cosmetology	3.10	2.91
Welding	2.18	2.08
Residential and Commercial Electricity	2.46	2.11
Commercial and Industrial Electronics	2.99	4.00
Sign Language	2.00	
Industrial Machine Maintenance	2.96	3.05

GRADE POINT AVERAGES
POSTSECONDARY VOCATIONAL CERTIFICATES

PROGRAM NAME	Fall 1991 GPA	Fall, 1992 GPA
Paramedic	2.91	3.01
Emergency Medical Technician (Ocala)	2.79	2.50
Emergency Medical Technician (Lecanto)	3.06	3.25
Office Systems Specialist	2.76	2.33

The Fall 1991 GPAs and Fall 1992 GPAs are shown for comparative purposes. The fall semesters were selected as representative time periods. Some students had no students enrolled during one of the reported semesters.

As is shown in the tables, all program areas in the college had a GPA of 2.0 or higher for the Fall semester, 1991 and for Fall semester, 1992.

This Indicator addresses the following Strategic Goals:

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

3. Increase assistance to students who lack basic skills and or technical skills required to perform effectively in the academic and technical environments.

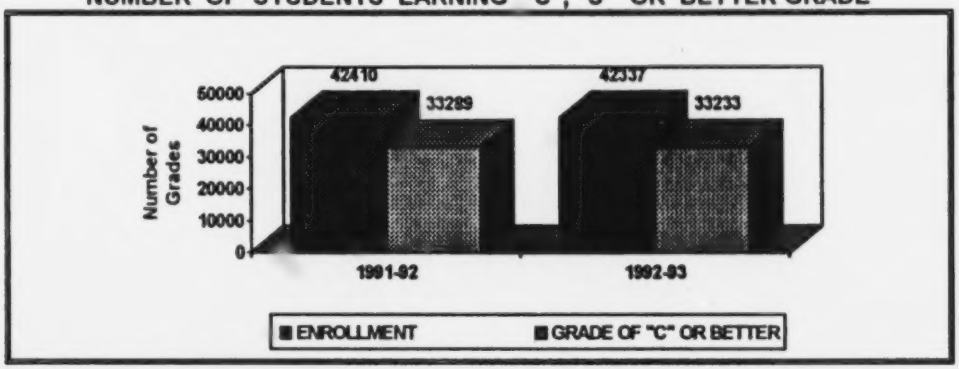
4. Improve occupational education services cooperatively through public school systems and business/industry.

9. Develop and implement intervention strategies which improve the success rate of students as measured by retention rates or by external measures such as the CLAST and various licensure examinations.

EDUCATIONAL OUTCOMES – GRADE INDICATORS – INDICATOR 3

CFCC will obtain with a 5 year period, an overall college credit success rate of 70%. Success rate is defined as no less than a C or S grade for students enrolled in college credit courses during a given academic year (includes those who graduated during the year).

NUMBER OF STUDENTS EARNING "C", "S" OR BETTER GRADE



As shown in the chart above, 79% of the grades given in college credit courses were "C" or better during the fall semester of 1991. In the fall semester, 1992. 79% of students enrolled in credit classes earned an "S" or "C" or better.

This Indicator addresses the following Strategic Goal:

9. Develop and implement intervention strategies which improve the success rate of students as measured by retention rates or by external measures such as the CLAST and various licensure examinations.

CENTRAL FLORIDA COMMUNITY COLLEGE

ACHIEVING STUDENT SATISFACTION

The community college provides a variety of services and activities for students in addition to providing access to programs of instruction. These programs include recreational and cultural experiences for leisure time enhancement and student support services to assist students in making the most of their college experience. Among the ways the college supports students are: registration and record keeping, financial aid, counseling, career planning, food services, and bookstore. To assess the ways in which the college has fulfilled its varied responsibilities to students, the college surveys graduates. The first surveys were conducted during the 1991-92 academic year. The information in this section was gathered from those surveys.

STUDENT SATISFACTION – INDICATOR 1

At least ninety percent (90%) of the graduates surveyed will indicate satisfaction with curricular activities including overall instruction, delivery, and content of courses, programs and services.

The Graduate Survey did not gather information about student satisfaction with the college's instructional programs. The Survey is being revised to include questions about this item.

This Indicator addresses the following Strategic Goals:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies).

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

5. Engage in a continual study of college services needed and offered in the district for both specific programs and the college.

9. Develop and implement intervention strategies which improve the success rate of students as measured by retention rates or by external measures such as the CLAST and various licensure examinations.

STUDENT SATISFACTION – INDICATOR 2

Ninety percent (90%) of students involved with cocurricular college activities indicate "satisfied for activities including (1) social activities, (2) recreational or intramural activities, (3) cultural programs and activities, and (4) personal involvement opportunities.

STUDENTS INDICATING "SATISFIED" WITH COCURRICULAR ACTIVITIES

ACTIVITY TYPE	1991-92 Percent	1992-93 Percent
Cultural Programs	100.0	89.0
Recreation and Athletics	96.8	91.8
Student Employment	83.8	85.5
Minority Affairs	81.5	85.7

There were 355 respondents to the 1991-92 survey. There were 319 respondents to the 1992-93 survey. The areas above were those areas surveyed which reflect the cocurricular programs and services of the college.

This Indicator addresses the following Strategic Goals:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies).

5. Engage in a continual study of college services needed and offered in the district for both specific programs and the college.

STUDENT SATISFACTION – INDICATOR 3

Ninety percent (90%) of students surveyed will indicate knowledge and awareness of the programs and activities available at CFCC.

STUDENT AWARENESS OF PROGRAMS AND SERVICES

PROGRAM OR SERVICE	1991-92 Percent Aware	1991-92 Percent Satisfied	1992-93 Percent Aware	1992-93 Percent Satisfied
Admissions	98.3	93.1	88.0	94.2
Bookstore	98.6	69.5	99.0	78.6
Business Office	95.7	91.7	97.5	91.6
Cafeteria	97.4	87.4	95.9	87.1
Campus Security	97.1	78.8	98.4	89.8
Child Care	80.6	76.1	76.4	79.4
Career Planning	83.3	87.0	77.1	90.7
Counseling/Testing	98.0	71.8	97.5	78.3
Financial Aid	96.0	69.4	97.2	72.7
Job Placement	80.3	77.9	77.8	84.4
Library	98.6	92.3	99.4	89.3
Parking	98.6	52.0	96.5	59.8
Registration	98.3	84.8	98.4	91.5
Skills Development Laboratory	91.8	94.1	91.5	89.2
Tutoring	90.3	87.7	93.7	86.9

There were three areas where less than 90% of the 1991-92 students surveyed indicated they had no knowledge of specific services or programs. This pattern was found again in 1992-93. These areas were: Child Care, Career Planning, and Job Placement.

Although not part of the information gathered to report on the college's progress in informing students, the Graduate Survey also gathered information about student satisfaction with various services and activities. The tabulated results of those responses is shown above for information purposes.

This Indicator addresses the following Strategic Goals:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies).

5. Engage in a continual study of college services needed and offered in the district for both specific programs and the college.

STUDENT SATISFACTION – INDICATOR 4

Ninety percent (90%) of students responding to surveys will evaluate the student orientation program as adequate or better.

This Indicator was adopted during the Spring of 1993. The entering student questionnaires had not been revised to collect the data for this report.

This Indicator addresses the following Strategic Goals:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies).

5. Engage in a continual study of college services needed and offered in the district for both specific programs and the college.

CENTRAL FLORIDA COMMUNITY COLLEGE

THE FACULTY

A significant factor in any educational institution is the quality of the faculty. CFCC has chosen several Indicators to report on the faculty of the college. The information about these Indicators is reported on the following pages. In reporting this data, the college is reporting only one year's information. This information will serve as base-line data in refining the tentative targets included in the Indicators. Future reports will include information over a broader time span for comparison purposes.

FACULTY – INDICATOR 1

The percentage of faculty with teaching credentials exceeding (SACS) minimum required standards will increase annually.

FULL-TIME FACULTY

During 1991-92, 100% of the full-time credit faculty held teaching credentials that met or exceeded the SACS minimum required standards.

During 1992-93, 100% of the full-time credit faculty held teaching credentials that met or exceeded the SACS minimum required standards

PART-TIME FACULTY

During 1991-92, 86% of the part-time credit faculty held teaching credentials that met or exceeded the SACS minimum required standards.

During 1992-93, 97% of the part-time credit faculty held teaching credentials that met or exceeded the SACS minimum required standards.

This Indicator addresses the following Strategic Goals:

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

10. Increase exemplary performance through a faculty/staff recognition program.

FACULTY – INDICATOR 2

Measurable and objective faculty evaluation instruments will be reviewed annually and shall be implemented on a term by term basis.

The college uses the IDEA evaluation system for faculty. Students are given forms to complete in each class. The forms request information about the instructor's preparation, clarity, and presentation. The classroom evaluation process is anonymous. The forms are collected and the information compiled. At the end of the term, a report is given to the instructor showing the "scores" they received from the students. The report is also used to provide information for the Dean to use in formally evaluating the performance of the instructor.

This system has been used for the past several years by the college. Each year, a committee of faculty and instructional administrators reviews the process. This review may result in changes in specific elements collected or may provide additional guidance to the faculty and administrators in interpreting the results of the process.

This Indicator addresses the following Strategic Goals:

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

10. Increase exemplary performance through a faculty/staff recognition program.

FACULTY -- INDICATOR 3

A minimum of 55% of the FTE generated by college credit courses will be taught by full-time faculty to insure quality of instruction.

PERCENTAGE OF FTE TAUGHT BY FULL-TIME FACULTY

PROGRAM GROUP	1991-92 Percent	1992-93 Percent
Academic and Professional	60.81	64.92
Post secondary Vocational	58.30	71.41
Post secondary Adult Vocational	56.89	56.04
Supplemental Vocational Instruction	4.06	2.84
Adult General Education	46.85	41.30
Community Instructional Services	29.27	24.39
Total -- All Program Areas	56.19	59.82

As is shown in the chart above, the college met the tentative goal set by the Indicator. For information purposes, the Supplemental Vocational Instruction, Adult General Education, and Community Instructional Services program groups are almost exclusively made up of short-term courses offered through the Continuing Education Division of the college.

This Indicator addresses the following Strategic Goals:

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

10. Increase exemplary performance through a faculty/staff recognition program.

FACULTY – INDICATOR 4

Faculty entry salaries shall be in the top 25% of the community college faculty entry salaries in Florida.

ENTRY SALARIES FOR CFCC FACULTY

DEGREE	1991-92 Range	1992-93 Range
Bachelor	$18-991 - $24,644	$18-991 - $24,644
Masters	$20,976 - $27,230	$20,976 - $27,230
Masters Plus 30 Hours	$22,034 - $28,649	$22,034 - $28,649
Doctorate	$24,055 - $31-271	$24,055 - $31-271

Information in this table was provided as base-line data to assist in setting target points for the Indicator. Comparative information will be reported in next year's Report.

This Indicator addresses the following Strategic Goal:

10. Increase exemplary performance through a faculty/staff recognition program.

CENTRAL FLORIDA COMMUNITY COLLEGE

INSTITUTIONAL SUPPORT

In support of the instructional programs, the college provides services to students and to the community. In evaluating the way CFCC provides those supports and direct services, the college collects data to report on nine Indicators.

The Institutional Support Indicators report on instructional support in the Learning Resources Center (Media Center), the fiscal stability of the institution, the support provided to students and programs through the CFCC Foundation, professional development for the faculty and staff, public relations efforts and art and cultural events sponsored by the college and its organizations.

Because of the type information gathered to show how the college is moving toward accomplishing Strategic Goals, the reports on these Indicators is given in narrative form.

INSTITUTIONAL SUPPORT – INDICATOR 1

Ninety percent (90%) of the 'slots' available at the CFCC licensed child care center will be utilized by students in any given academic year.

The college has an on-site child care facility. The facility combines an instructional program in Child Care Management with child care services for students.

In September, 1991, there were 96 children enrolled in child care. Of that number, 64, or 66.66%, were children of CFCC students.

In March, 1993, there were 98 children enrolled in child care. Of that number, 60, or 61%, were children of CFCC students.

This Indicator addresses the following Strategic Goal:
1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies).

INSTITUTIONAL SUPPORT – INDICATOR 2

By the year 2000, the learning resource budget at CFCC will have reached the nationally accepted standard of six percent (6%) of the educational/general budget total in order to promote excellence in established and new educational programs.

During the 1992 Fiscal Year, the college budgeted $577,000, or 3.9% of the total operating budget in direct support of learning resources activities and programs.

During 1993, the college expended $514,290, or 3.5%, of the total operating budget in direct support of learning resources activities and programs.

This direct support included only personnel cost, supplies, materials, and minor capital outlay. There was no attribution of cost for operation of the facilities in which the learning resources programs were housed.

In addition to direct financial support, the college is in the planning stages of constructing an addition to the Learning Resources Center and will completely renovate the existing structure as part of this project. The funds used in the planning process were not considered in reporting information about this Indicator.

This Indicator addresses the following Strategic Goal:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies).

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

5. Engage in a continual study of college services needed and offered in the district for both specific programs and the college.

INSTITUTIONAL SUPPORT – INDICATOR 3

By the year 2000, CFCC will have a fully automated learning resources center with a computerized card catalog and a media center which provides high technology computer and multimedia resources to both faculty and students.

The college provides access to several data bases including ERIC, CINAHL, INFOTRAC, and NEWSBANK.

The media collection has been entered in a computerized data base. The print collection is being set up in a computerized data base. Work on this project is expected to be completed in January of 1994. State consultants have provided assistance to the professional staff in developing these data bases and will provide training in using new information bases as they are made available to the college.

The Learning Resources Center will be linked to a state-wide computerized catalog for all community college collections during the 1994-95 Fiscal Year. At that time, the CFCC collection will be completely catalogued and ready for inter-library access.

The Learning Resources Center is being expanded with a construction project which will be completed in December, 1993. The new facility will provide access by students to the information networks, to the state-wide catalogs as well as the CFCC catalogs, and to stored information and instructional programs available on the CFCC campus.

This Indicator addresses the following Strategic Goal:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies).

3. Increase assistance to students who lack basic skills and/or technical skills required to perform effectively in the academic and technical environments.

5. Engage in a continual study of college services needed and offered in the district for both specific programs and the college.

INSTITUTIONAL SUPPORT -- INDICATOR 4

CFCC will maintain an unencumbered fund balance that is not less than four percent (4%) nor greater than ten percent (10%) of the total operating budget.

At the end of Fiscal Year 1991, the college had a fund balance equal to 5.9% of the unrestricted operating budget.

At the end of Fiscal Year 1992, the college had a 4.3% fund balance in the unrestricted operating budget.

At the end of Fiscal Year 1993, the college had a 3% fund balance in the unrestricted operating budget.

This indicator addresses the following Strategic Goal:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies).

INSTITUTIONAL SUPPORT – INDICATOR 5

The college foundation shall provide a minimum of 150 scholarships for students annually.

During the 1991-92 academic year, the CFCC Foundation provided 211 scholarships to CFCC students. During the 1992-93 academic year, the CFCC Foundation provided 265 scholarships to CFCC students.

This Indicator addresses the following Strategic Goals:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies).

6. Promote Central Florida Community College through college development activities such as public relations, foundation and alumni groups, business and industry.

INSTITUTIONAL SUPPORT – INDICATOR 6

The college foundation will provide at least 20 grants for educational enhancement each year.

During the 1991-92 academic year, the college provided 34 educational enhancement grants. During the 1992-93 academic year, the college provided 24 educational enhancement grants.

This Indicator addresses the following Strategic Goals:

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

6. Promote Central Florida Community College through college development activities such as public relations, foundation and alumni groups, business and industry.

7. Acquire and support appropriate technology for curricula and administrative enhancement.

INSTITUTIONAL SUPPORT – INDICATOR 7

The college foundation will maintain a minimum of $50,000 in the Academic Improvement Trust Fund.

During the 1991-92 academic year, the college foundation maintained a minimum of $130,000 in the Academic Improvement Trust Fund. During the 1992-93 academic year, the college foundation maintained a minimum of $249,600 in the Academic Improvement Trust Fund.

This Indicator addresses the following Strategic Goals:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies).

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in delivery of existing programs on all campuses.

6. Promote Central Florida Community College through college development activities such as public relations, foundation and alumni groups, business and industry.

7. Acquire and support appropriate technology for curricula and administrative enhancement.

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INSTITUTIONAL SUPPORT – INDICATOR 8

The college foundation shall increase the endowment fund annually by at least five percent (5%) over the total value of the endowment during the preceding year.

Date	Amount of Endowment	Percentage Increased
June, 1991	$1,119,424	Base year
June, 1992	$1,511,996	35%
June, 1993 (estimated)	$2,213,010	46%

This Indicator addresses the following Strategic Goal:

6. Promote Central Florida Community College through college development activities such as public relations, foundation and alumni groups, business and industry.

INSTITUTIONAL SUPPORT – INDICATOR 9

The annual ratio of security related incidents (as reported in required State and Federal reports) to the total number of students will not increase.

NUMBER OF REPORTED OFFENSES

OFFENSE	1988-89	1989-90	1990-91	1991-92	1992-93
Murder	0	0	0	0	0
Rape	0	0	1	0	0
Robbery	0	1	0	1	0
Aggravated Assault	0	2	5	1	6
Burglary/Larceny	13	9	9	40	60
Motor Vehicle Theft	3	2	3	1	1

This Indicator addresses the following Strategic Goal:

1. Improve and enlarge student access into programs (access refers to the opportunity to make use of all college facilities, programs, and policies).

INSTITUTIONAL SUPPORT – INDICATOR 10

Twenty-five (25%) of college faculty and administrators will attend professional development/job related training seminars annually.

During 1991-92, seventy percent (70%) of the faculty and administrators attended professional development or job related training seminars.

During 1992-93, seventy percent (70%) of the faculty and administrators attended professional development or job related training seminars.

During 1991-92, a consultant conducted training sessions on campus in which all employees were involved.

During the 1992-93, two consultants conducted training sessions on campus in which all employees were involved.

This Indicator addressed the following Strategic Goals:

2. Enhance the quality and broaden the scope of instruction to meet the needs of a growing community through expansion into new programs and improvements in deliver of existing programs on all campuses.

5. Engage in a continual study of college services needed and offered in the district for both specific programs and the college.

9. Increase the role and awareness of the college as a "community of learning" including faculty, students and staff."

INSTITUTIONAL SUPPORT – INDICATOR 11

The number of public relations efforts promoting all college programs and activities will remain constant from year to year of increase annually.

During the 1991-92 academic year, the Office of College Relations was responsible for the following major information projects:

Publication of the Scene, a monthly insert in the local newspaper which provides information about up-coming events at the college, special programs and activities at the college, and course schedules.
Publication of the CFCC College Catalog.
Publication of the CFCC People Book.
Publication of the Insider, the college employee newsletter
Distribution of news releases to local and national media
Coordination of the "Tiger Bay Club"
Assistance with the "Taste of Ocala"
Assistance with the "Taste of Citrus"
Assistance with the "Festival of Trees" at the Appleton Museum
Assistance with the Miss CFCC contest
Establishment of the CFCC Speaker's Bureau
Design of advertisements, brochures, and folders used to generate interest in specific courses or programs
Development of college-wide information brochures
Development of a billboard advertising program

This Indicator addresses the following Strategic Goals:

6. Promote Central Florida Community College through college development activities, such as public relations, foundation and alumni groups, business and industry.

11. Increase the role and awareness of the college as a "community of learning" including faculty, students and staff.

12. Expand the role of the college in the cultural life of the community.

INSTITUTIONAL SUPPORT – INDICATOR 12

The number of arts/cultural events sponsored by the college/college foundation will remain constant or increase annually.

The college and the college foundation sponsor art and cultural events. Some events are available to the public at a nominal charge, some supported by group memberships, and some free to the public and to students.

The dual-enrollment Jazz Band performed during the year.
Central Fusion (stage band) and Variations (chorus and dance troupe) performed at Disney World.
The college-sponsored Jazz Festival involved bands from area high schools and the college.
The Drama Department produced Fall and Winter plays.
Variations and Central Fusion performed on a cruise ship during the summer.
The Performing Arts Series, sponsored by the Foundation, had ten performances in Ocala and three in Lecanto. Six Ocala performances were for the public. The other four were workshop performances for CFCC students and students from the College Park Primary School.
The Fine Arts lobby gallery was used to display the works of various local artists.
The college grant support for a Visiting Artist during the 1991-92 and 1992-93 academic years. Marion and Levy school districts also supported the program financially. John Briggs, the visiting artist, went to public schools in Marion and Levy counties and taught art to students. In addition, Mr. Briggs had a show at the Appleton Museum and an open house at the down-town studio. During the, year students completed a large mural in downtown Ocala. Students in the schools painted "door murals".
The college continues to support the Appleton Museum.
The Central Florida Symphony, an affiliate of the CFCC Foundation, presented eight performances in Ocala and two in Lecanto.

This Indicator addresses the following Strategic Goals:

6. Promote Central Florida Community College through college development activities, such as public relations, foundation and alumni groups, business and industry.

11. Increase the role and awareness of the college as a "community of learning" including faculty, students and staff.

12. Expand the role of the college in the cultural life of the community.

CENTRAL FLORIDA COMMUNITY COLLEGE
Wisdom